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ABSTRACT

One of a series of resources for teaching sociology at the postsecondary level, this volume contains syllabi and instructional materials for courses in criminology and criminal justice. Material is divided into four sections. Section 1, innovative approaches to the teaching of criminology, contains four papers which discuss a corrections practicum program, myths in criminal justice education, criminology from a feminist perspective, and capital punishment. Section 2 contains 38 projects, exercises, and assignments for use in teaching criminology. Sample activities are a criminal justice agency visit, a site observation, a book commentary, a newspaper notebook, and a study of crime on prime time television. Section 3 contains sample syllabi arranged in the following categories: criminology syllabi, corrections syllabi, and other syllabi. Of the 28 criminology syllabi, most focus on introductory courses, although some focus on special topics such as female criminality, politics and crime, and crime in the workplace. Syllabi on corrections cover courses at the undergraduate and graduate levels. Courses covered by other syllabi are criminal justice administration, police, law and society, victimology, and criminal justice theory. The final section, on special features, includes a guide to using feature films in teaching criminology, a list of selected films, an annotated bibliography, a bibliography of textbooks and readers, and reviews of current texts and readers. (LP)

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CRIME AND CONTROL:
SYLLABI AND INSTRUCTIONAL MATERIALS FOR CRIMINOLOGY AND CRIMINAL JUSTICE

edited by

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A very special thanks from both of us to Carla B. Howery, who provided indispensable insight and expertise and was extremely generous with her time. Her patience with our completion date delays was quite impressive.

PREFACE

As editors of this handbook, we were impressed with the quantity, quality and variety of submissions we received from all over the United States and Canada. It was extremely difficult to keep the project within its one-volume limit. A number of publishable offerings had to be rejected, and almost all the submissions have been shortened, mainly in minor ways.

Because cruel editing decisions had to be made, we have kept our own commentary on the items to a minimum. We have added comments when we felt that background or hints for use might be particularly helpful.

It should be noted that some of the materials in the handbook were presented at the "Teaching Workshop on Criminology, Juvenile Delinquency, and Corrections" session of the Midwest Sociological Society meetings in Chicago, Illinois (April 18, 1984) organized and chaired by Richard A. Wright.

This has been an exciting project to work on, and we are already full of ideas for a second edition. We will welcome any comments ideas, and submissions that you care to share with us.

Richard A. Wright

Linda B. Deutschmann

CRIME AND CONTROL: SYLLABI AND INSTRUCTIONAL MATERIALS FOR CRIMINOLOGY AND CRIMINAL JUSTICE

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MAXIMIZING SOCIOLOGICAL LEARNING IN A CORRECTIONS PRACTICUM PROGRAM

The Department of Sociology at Oregon State University offers students the option of working in a field experience for credit. This is called a practicum placement. Most of the practicum sites are with corrections-focused agencies such as group homes and institutions, the local correctional center, and probation-parole departments. There are also opportunities in the broader human service networks and agencies. Most students find their practicum placement to be a valuable experience for career exploration and training that will be of utilitarian value for them after graduation.

The practicum program is rather simply structured. The credit hours (3 hours of field work per week of the term equals one hour of practicum 409 credit) are on a pass/no pass grading format. The Department of Sociology has the goal to develop the practicum into an integral and unique sociological learning experience. To facilitate this, practicum students are required to enroll for reading and conference credit hours (at least 1 hour for every 4 hours of practicum credit) which is evaluated on the traditional A,B, C, D, or F grading format. Students are expected to have taken some of the sociology courses that would be relevant to their placement and therefore, are usually of junior or senior standing.

Having worked with the practicum students over ten years, I would like to share: 1) the evolution of my expectations and style of working with practicum students; 2) a listing of specific assignments for structuring and improving the quality of the reading and conference sessions, and; 3) a procedure and format for evaluating the academic facet of the practicum experience.

Evolving Expectations

Over the years my style of working with the practicum students has evolved from an informal, minimal demand style to a more formal and demanding stance. While I have no doubt that students can learn and grow from experiencing a loosely structured practicum (especially if they are good students) I have come to the assessment that more students can gain more from a practicum experience that requires specific obligations and stipulates periodic checkpoints. Making more specific assignments helps insure that the typical student allocates time and thought to the reading and conference component of their practicum. Most students become so beleaguered with multiple obligations that procrastination of tasks, which are only loosely binding, becomes tempting. Specificity conveys the message that the practicum supervisor is taking this enterprise seriously and therefore the student is also obligated to approach and follow through on their practicum in a dedicated manner.

Another facet of my evolution as a practicum supervisor has been to alter my initial conception of how I viewed the practicum program. Until recently, I conceived of the practicum as a unique opportunity for students to embark on a foray into a social world beyond their normal range of experience. Therefore, the practicum experience was primarily for the personal benefit of the student. Recently, I have begun to stress that I also wanted to grow and learn from the student's field experiences. I emphasize that they are expected to share with and teach me about what they are reading - observing - learning. The main vehicle for doing this is to build the reading and conference sessions around a well-organized mini-presentation (about 15 minutes) by the student. Additional discussion can then springboard beyond the initial presentation. This specified process communicates to the students that they are responsible to see to it that I will be a primary beneficiary of their practicum experiences. By and large, I have been very pleased with how well students have responded to this shift in responsibility. A significant by-product has been the upgrading of my performance in the classroom lectures with examples and insights gained via practicum students and through my own contacts with personnel at the practicum sites.

Possible Assignments

The following items provide a smorgasbord of assignments that could be utilized to structure the reading and conference sessions. Specific ways are identified that supervisors could adopt and/or adapt to facilitate the sociological learning experience of their students involved in a practicum. The list might also be shown to the student and they could then select assignments that they feel most interested in pursuing. The items encompass ways of becoming familiar with what is presently known in the existing research and literature. There are also ways the student can operate as a field researcher in the practicum site. (A major bonus of the practicum experience is that it provides entré and the opportunity to follow Robert E. Park's admonition to "go get the seat of your pants dirty in real research." Overall, the primary emphasis of the assignments is to give the student a specific target on which to develop a mini-presentation (and perhaps a written assignment) to share with their practicum supervisor.

Assignment Option Sheet

1. Develop a set of (X) major questions about: a) the agency; b) the staff; c) the clients, and d) the key issues that you are most interested in and you feel will assist your

understanding of the practicum experience.

2. Become familiar with the Criminal Justice Abstracts by reviewing (X) recent issues and finding (X) article abstracts relevant to your practicum experience. Then locate, read, and report on (X) of the original articles.

3. Go to the card catalogue of the library and conduct a bibliographic search on the topic(s) most central to your practicum experience. List (X) books that appear to be most relevant and valuable for your practicum. Skim through the table of contents and select (X) chapters for more serious reading.

4. Locate the most relevant professional journals. Review (X) recent issues and report on (X) articles.

5. Locate the most relevant professional journal, review (X) issues from 10, 20, 30 or more years ago and report on the contrasts with the recent issues.

6. Reread and report on (X) relevant chapters of texts from prior courses you have taken that are related to your practicum.

7. Your practicum supervisor will identify (X) major sociological articles or monographs (and the most significant chapters) for you to report on.

8. Develop a position and defend this in a debate with your practicum supervisor playing the devil's advocate role on issues like the Martinson - 'nothing works' view, deinstitutionalization, or the value of parole, etc.

9. Develop a presentation where you play the role of the chief executive making an appeal to renew funding for your agency for the coming year.

10. Develop a presentation that highlights: a) the 5 most significant short-comings or limitations, and; b) the 5 most significant strengths of your practicum agency.

11. Develop a presentation in which you advocate a significant change in existing agency practices or on how the agency could contend with a major concern such as staff burnout.

12. Read about another agency and its program and develop a presentation on (X) differences and (X) similarities with your practicum. (e.g., the Achievement Place group home model vs. your practicum group home).

13. Arrange a visit to an agency that deals with: a) a similar type of client, or; b) a different type of client and identify (X) similarities and (X) differences with how your agency operates.

14. Report on (X) patterns that you have discovered by being a participant observer of your practicum site. (Polsky's Cottage Six provides a useful model.)

15. Conduct (X) focused interviews with: a) clients and/or b) staff on an important topic and report your findings.

16. Conduct an in-depth case study of a client and report on your findings (Klemke, 1974).

17. Collect a sample of responses from clients and staff utilizing Rudolf H. Moos' Evaluating Correctional and Community Settings instrument. If you cannot get approval to do this at least project how you think the profiles would look if it were done.

18. Conduct a client satisfaction survey with a sample of clients (Maluccio, 1979).

19. Develop (X) hypotheses and collect data from a sample of agency records to test them and report on your findings.

20. Develop a pilot research project utilizing a relevant developed data collection instrument (self-concept scale, sociometric questionnaire, projective questions, etc.) and report on your findings.

Evaluation

Increasing expectations and the specificity of assignments may be important steps, but injecting a means of evaluating performance appears to be a final crucial ingredient to maximize academic growth. Students need regular feedback on their strengths and where improvement is needed. This seems particularly feasible for reading and conference sessions where one usually meets with students individually. To facilitate and routinize this process I have developed an evaluation form (see below) that I am finding very useful. Students have also reacted well to it because it clarifies what is expected of them and gives them ongoing feedback on their progress.

The student and supervisor will each have an evaluation form. The evaluation form is used for both planning for the session and evaluation of the session. The supervisor and/or the student selects an assignment from the assignment option sheet. Likewise, the criteria that would be relevant for the assignment are circled and any other specific instructions are written in. The circled criteria are then evaluated in the session and averaged for the session grade. The sample given includes a hypothetical session.

Evaluation Form for the Reading and Conference Part of the Practicum

Possible Criteria:

Oral Mini-Presentation (15 minutes):

1. Was your presentation coherent, clear, and well-organized? (Style)

2. Did you fulfill your reading assignment for this period? (Readings)

3. How well did you summarize the main ideas? (Content)

4. Were you able to analyze/apply ideas from the readings to your practicum experience? (Application)

Field Experience Analysis:

5. Did you analyze your field observations/experiences (that may not have fit in with your readings) from a sociological perspective? (Analysis)

Writing:

6. Did you meet your writing assignment for this period? (Writing)

The above criteria (that your supervisor has selected and circled below as relevant for a particular evaluation session) will be graded on the following scale: A = 4 pts.; B = 3 pts.; C = 2 pts.; D = 1 pt.; and F = 0 pts. The individual scores will be averaged for your grade for that evaluation session so that you can have explicit feedback on your performance throughout the term.

Session 1: Date and Time:____________________Assignment #____
(Identify readings or other instructions)

	Style	Readings	Content	Appl.	Analysis	Writing
Criterion	1.___	2.___	3.___	4.___	5.___	6.___

Session Grade ____

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MYTH MAKING AND MYTH BREAKING IN CRIMINAL JUSTICE EDUCATION*

*Excerpts From A Paper Presented At the 1983 Annual Meeting of the Academy of Criminal Justice Sciences, San Antonio, Texas.

Introduction and Rationale

Historian Henry Nash Smith has defined myth as "an intellectual construction that fuses concept and emotion into an image." While myths do not always reflect empirical fact, Smith observed their potential to exert a decided influence on practical affairs. "Myth," he said, "has moved armies, nations, and civilizations and thus cannot be disregarded as a factor in shaping society" (Davenport, 1969: 5-6).

The history of criminology and criminal justice has been fraught with the fusion of concept and emotion influencing both education and social policy. At times this fusion may be based on fiction, even nonsense; at others on substantial evidence. In regard to the former, Voltaire once remarked that as long as people believe in absurdities they will continue to commit atrocities. The famous anthropologist, Ashley Montague (1974) once borrowed Voltaire's argument in challenging what he terms Man's Most Dangerous Myth: The Fallacy of Race. For example, he points to the slaughter of millions of Jews and Poles by the Nazis under the absurd doctrine of an Aryan myth.

It has been said that every society has its own social myths (Shanas, 1979: 3). These are created by people and events but may be magnified or diminished through time and by subsequent events. Familiar examples such as those of the rugged individualist or the self-made person happen to represent American society. Although individuals may construct their own myths, ordinarily we think of social myths to be beliefs held by many persons within a given society. They are widely held images of what people generally hold to be "true" or "correct." They may be value-laden in either a positive or negative way, serving as societal guides to definitions of "right" and "wrong." And as Shanas (1979:3) points out, some social myths act as a cohesive force within the group; indeed, "as a glue which holds society together." But what troubles Shanas is that such beliefs may also serve to obstruct thought and actions by encouraging people to accept as fact that which may really be fiction. Her concern is shared not only by many other sociologists but by colleagues in other disciplines, including those working in the vineyards of criminal justice.

The history of American criminology is characterized by numerous demything efforts, relating to juveniles, women, law enforcement, the courts and corrections. As this list reveals, all major criminal justice sytem components have been the subject of both myth-making and myth-breaking. Scrutiny of the criminology literature reveals several common guises in which demything efforts appear through the utilization of such paired terms as "Illusion or Reality," "Fiction and Facts," and "Misunderstandings and Misapplications" and such additional words such as fallacy, fancy, ambiguity, stereotype, invention, rhetoric, misconception, and so on.

It is my belief that this important material bequest can be turned to good advantage in the teaching of criminology and criminal justice to our contemporary students. I am convinced the youth of this decade, although supposedly weak readers, are more discerning than those of yesteryear. Why shouldn't they be, given their exposure to so much so soon through the mass media, modern education, and a sophisticated society? In certain respects our classroom audiences represent a paradox - persons who come seeking knowledge yet are appropriately skeptical about much that they read and hear. Another paradox: through lifelong community membership, students often arrive as self-styled experts on society and social problems, yet commonly experience social myopia, even blindness, when viewing such aspects as aging, ethnicity, sex roles, or deviant behavior. A demything approach takes these paradoxes into account by openly recognizing that collectively all of us, including teachers, writers, and administrators have contributed to the myth-making process ourselves. By so doing, this approach reflects an on-going self correcting process engaged in by many of our professional colleagues.

In a small way, a demything approach is a bit like judo which employs an opponent's own force to execute a win. Demything utilizes the student's skepticism, suspicion, and common misconceptions about crime and criminality to gain their interest in the learning enterprise. Further, I believe that by featuring selected myths a multiple service is performed in an enjoyable way. First, several misconceptions which students may possess upon entering a particular course are dealt with directly, rather than through subtle inferences. Second, fresh learning can be enhanced more effectively, once the cobwebs of social thought are perceived and displaced. Third, anyone can play since no one is excluded from the "game" in progress. Students can accept our invitation to a criminological venture confident that not only are they welcome, but that their participation is essential to its success.

Application

Appendices A and B illustrate two strategies for implementing a demything approach. Appendix A simply up-dates through the utilization of more recent data a set of classic or somewhat "dated" myths. Here, an illustration is provided based upon a key fallacy and five-item reponse created by the late Harry Elmer Barnes and Negley K. Teeters (1959). This particular set can enhance appreciation of the larger societal and constitutional context with which crime in the United States occurs. It leads into the provocative question of rights (which we may take for granted) we would be willing to relinquish in order to reduce crime rates. For example, would we be willing to reduce the free mobility we enjoy in this country if it would help to control crime? The Barnes and Teeters response also leads to questions of structural change involving a more authoritative centralized government and more pressure toward ethnic assimilation or amalgamation. The original fallacy with which the presentation began usefully sensitizes students to a few of the implications of an extreme hardline approach to criminal justice.

Another implementation method consists of engaging the students in a "social awareness" exercise such as the one presented in Appendix B. The ten items shown there are taken from various typical areas of our conventional curriculum, and when administered early in the semester (or quarter) serve as a pleasant antidote to apathy or smugness. Given the reason, however, for using this instrument, it must be stressed that it should be employed as an exercise and not as a test. Its purpose is to help students better realize the complexity of subject matter which can hardly be treated with simplistic, obvious, or commonsense responses. The follow-up discussion of the individual questions must be considered, of course, to be more important than the mere task of providing the participants with an answer key.

Conclusion

Each generation of criminologists seems to encounter sets of major misconceptions affecting the views that students bring with them to the classroom. Moreover, such misconceptions possess genuine impact on governmental policy toward crime control especially to the extent that they serve as ideological premises. This paper takes the position that such misconceptions or social myths can be effectively utilized as a teaching tool to increase student interest and inquiry about the bases of criminal justice theory and crime control programs.

Even so, a final precaution is necessary lest we fail to learn from earlier would-be myth-breakers. To fulfill this task it seems wise to listen to the counsel of Herbert J. Muller (quoted in Szasz, 1977:11):

> "It has become too easy to see that luckless men of the past lived by mistaken, even absurd beliefs; so we may fail in a decent respect for them, and forget that the historians of the future will point out that we too lived by myths."

APPENDIX A.

UPDATING A CLASSIC MYTH: THE BELIEF THAT THE UNITED STATES IS THE MOST CRIMINAL COUNTRY IN THE WORLD

PRELUDE

The extent of crime in the United States has long been steeped in controversy and emotion. Perhaps it would be useful to initiate a discussion with the familiar "bad news - good news" approach. The bad news is that crime in America is indeed an extensive social problem. The good news is that it may not be quite as serious as commonly portrayed. Let's explore some grounds for this dual assertion, for certainly the crime problem is bad enough without our making it any worse through inflation in the public mind. Overreaction to any phenomena can lead to pervasive fear in society. A series of Gallup polls from 1965 to 1972 revealed, for example, that the proportion of people saying they were afraid to walk alone at night increased from 34 to 42 percent during this seven year period. The respondents, incidentally, were not residents of high-crime areas only, where the percentages were even higher (Lauer, 1978:211). A public opinion poll conducted for the National Center for the State Courts in 1978 indicated that Americans were more worried about street crime than inflation, unemployment, or any other national problem (Wickman & Whitten, 1980: 5)

Relevant to this issue, let's examine some ideas from a classic textbook, Barnes and Teeters' New Horizons in Criminology (3rd edition, 1959). At the outset they say to their students: it is a fallacy to believe that the United States is the most *criminal country in the world*. They claim it has been too easily accepted that we are the most lawless people in the world. Through our free press we publicize at home and abroad virtually every homicide, sex offense, incident of graft, or violation of public trust. No crime appears too small to merit press coverage, possibly a headline, and perhaps several follow-up stories; or at least a "Police Blotter" section. Our general conception of crime is a legacy of popular culture through exposure to newspapers, magazines, detective stories radio, movies, and television. These media, which understandably dramatize, provide the public with a mixture of truth, folklore, and romanticism. The popular book and television series, *Perry Mason*, serves as an apt illustration. The author, Erle Stanley Gardner, a lawyer himself, was quite capable of combining legal procedure with literary license for dramatic effect. Nevertheless, real-life attorneys do not prove their clients innocent week-after-week while solving the crime for a smug prosecutor, Hamilton (Ham) Berger and a floundering police inspector, LT. Tragg.

Their original argument asked us to place crime within a sociological context, conceding that we really do not possess adequate data to make sound international comparisons. --"We do not know, for example, how much crime we can normally expect in a land of 175,000,000 people--diverse, high mobile, heterogeneous, jealously espousing freedom of thought and action, all engaged in a highly competitive struggle for status and prestige" (1959: 11). Let's explore each of these components, through a modified update of their position which was originally given in defense of our alleged high crime rates.

Our Vast Land Area and Our Decentralized Governmental Units. Today, the United States of America is the fourth largest country in the world both in area and population. Over 220,000,000 people are scattered unevenly over an area exceeding three and a half million square miles in fifty states, each with its own government and laws. In addition to federal and state jurisdictions, further political sub-divisions are represented in counties, cities, and incorporated towns and villages. Each enjoys a certain amount of autonomy through localized government and ordinances. The diversity within our nation is enormous--urban areas, some compact and centralized; others complex with multiple arrangements. Several states are larger than many foreign countries, some are heavily populated, while others in the Rocky Mountain region possess relatively low population density. The nation's economy is a marvel of occupational multiformity, with more ways to make a living than surely any nation anywhere. Sometimes, we can see ourselves best through the eyes of a foreign observer such as Margery Fry, a British Prison reformer who Barnes and Teeters (1959: 11-12) quote as follows:

> "In writing of the United States it seems equally difficult to exaggerate and to generalize. In almost everything, from the primitive to the sophisticated, from poverty to wealth, from the "toughest" to the most sensitive, the extremes are so unbelievably distanced, the mean so hard to ascertain. This is most bafflingly true of those institutions which depend upon the administrations, Federal, State, and local, whose triple network covers the country. Not only do they vary widely from State to State, but within the States there are often startling discrepancies. In the matter of penal administration this is particularly true."

One must wonder if we can ignore these social complexities whem appraising our crime problem.

Mobility. This dimension can be thought of in at least two ways: geographic and social. The United States is a people on the move horizontally through migration, and vertically through occupational or social class change. The Census Bureau has estimated that some 80 million Americans (41 percent of the total population aged 5 years and older) in 1975 were living in a different house than in 1970 (Weeks, 1978: 140). Many of these persons changed residences more than once during the five-year period and some estimates suggest that from 15 to 20 percent of our citizens change their residences annually. Only Australia is said to have a higher migration rate than the United States which ranks ahead of Canada in third place. We are also a nation of movement across class lines. Basing his views on study of four decades in this country, Petersen (1961: 198) writes, "The trend is marked enough to warrant an unambiguous statement that upward mobility has been an important and continuing feature of American society."

Mobility may exert multiple influence on criminality. One influence is through breaking the linkage to social norms and community roots. Where persons have less stake in the community, where they can readily escape local sanctions, they are freer to engage in deviance with lower costs or risks. Another influence, is through freedom to move as an efficient way to commit crime with less chance of detection and apprehension. Just as the non-criminal is free to travel anywhere, so is the unapprehended jewel thief, confidence artist, or hitman for organized crime. A person could readily commit a half-dozen crimes in several different cities within a matter of hours. This high American mobility, say Barnes and Teeters, must also be considered when we assess our crime rate.

Heterogeneity. We are an extremely heterogeneous people. Although we hear common references to WASPs (White Anglo-Saxon

Protestants), we would be hard pressed to describe an "American type" --as Barnes and Teeters put it, we are an "amalgam of of peoples" (1939: 12). Considering the fact that we are a relatively young country, our roots are embedded in foreign soil. It could be said that few persons possessed American ancestry prior to 1850--hardly ancient history. Rather than becoming an assimilation of peoples in the fashion of homogenized milk, we are proud of our contemporary pluralistic society honoring differences in folkways, customs, and traditions; not to mention such pleasures as foods, fashions, beauty, and entertainment. Nevertheless, is there a "price to pay" in a world of differences in attitudes, values, and priorities? Is friction more or less probable in a homogeneous society where everyone is very much alike in appearance, culture and socialization? In contrast, a heterogeneous soceity creates the possibility of friction among divergent cultures. Criminologist Thorsten Sellin has spoken of culture conflict as either mental conflict or as a conflict of cultural codes, some of which translate into clashes between legal and nonlegal conduct norms. Consider Sellin's (and Park's) notion of "marginal man", a person "trapped" between two cultures, or a person caught amidst rapid cultural transitions. Such has been the state of affairs for many of our citizens--Irish, Italian, Polish, African, Puerto-Rican, Mexican, and more recently, Cuban and Haitian. Does a nation's crime rate reflect this variable?

Love of Freedom and Individualism. Americans are raised on a diet of democratic principles, constitutional rights, and all sorts of freedoms. They are reared with an ideology of individualism and permissiveness, expressed in modern terms with each person seeking self fulfillment through "doing one's own thing." It is not just deviant "Joe Hippie" but good old average every-day "John Citizen," who resents autocratic control, close supervision, condescending advice, and nostalgic moralization. Certainly it would be fair to say that ours is far from being a tightly controlled society, whether we are talking about socialization, law, or police. In spite of our earlier references to differing levels of law enforcement, it is appropriate to note here, that in contrast to many nations we do not yet have a national police force in the United States. Could crime in America be reduced with less freedom and more social constraints?

The Acquisitive Urge. Barnes and Teeters are convinced that much crime can be accounted for by greed rather than need; by aspiration for wealth, as well as by poverty; and by a "something for nothing" psychology. Calling attention to a Havelock Ellis remark that crime is one index of social progress, they note the presence of organized crime, racketeering, political corruption, and "white collar crime" in contemporary America. Collectively called "upper world crime," they represent the modern manifestation of the acquisitive urge that has colored our culture since colonial days. Further, ours is a capitalistic society based on principles of economic competition inevitably accompanied by winners and losers in the marketplace. Merton has noted the implications of the strain which results from the interplay of American cultural emphasis on financial success and blocked routes to achievement of that success. Accordingly, Merton would concur in the assertion that the sources of crime and deviance are located just as much in the culture and social structure as within individuals. To close, let's pose a serious question. If you could be convinced that the United States could reduce its crime rate by adopting each of the following "platform planks," which among them would you support (or fight)?

a. Greatly centralize our government and add a national police force.
b. Reduce the license to travel requiring travel identification cards; add check stations at each state border, and restrain international travel.
c. Put a tight lid on all new immigration to this country; establish a national policy to replace current pluralism with assimilation of ethnic groups.
d. Replace many of our contemporary freedoms by drastic amendments of our Bill of Rights; reduce individualism through extensive national control of our educational system and its curriculum.
e. Replace our economic system of free enterprise and private ownership with a system based on national socialism.

Are you among those who would assert the sacrifice of any of these is too high a price to pay for reduction in crime? Are you among those who would willingly relinquish the present arrangements to reduce criminal victimization? Or, are you among those who would split their vote in some fashion? And finally, how do you feel about the allegation of Barnes and Teeters that we acquiesce too quickly to complaints about our crime rates? Perhaps they are not so bad after all, when one considers some of the alternatives. This is precisely what criminologist Austin T. Turk (1971: 409-410) has in mind in the following statement:

> "... I do not believe that most Americans are yet ready to pay the price--which is to give up the hope of a rule of law in the context of a democratic society. The danger to American democracy is less that we shall choose to give it up than that, because of the mythology of crime in America, we shall allow our fears and our politics to destroy freedoms and rights in the name of

defending and securing them. Many of us including some of our highest legal authorities, appear to have forgotten what it means to "take the handcuffs off the police": there were no handcuffs on the Gestapo."

APPENDIX B. A CRIMINOLOGICAL SOCIAL AWARENESS EXERCISE

For the following set of twelve questions decide whether each item is better checked as true or false.

1. The police spend more of their time responding to citizen calls for service, than they do solving crimes or detecting criminals (True--see Reid, 1979: 380-2)

2. In general, residents of large cities believe their police are doing a poor job (False--see U.S. Dept. of Justice, 1978: 8-9).

3. Most of our juvenile offenders graduate into adult criminality (False--see Turk, 1971: 405).

4. Most violent crime within this country is intraracial, that is, persons are most likely to be victimized by members of their own race (True--see Wolfgang and Cohen, 1970: 50-51).

5. Sex offenders predominantly are oversexed individuals (False --see McCary, 1971: 149-152).

6. Elderly persons make up the most heavily victimized (by crime) age group in our society (False--see U.S. Dep't. of Justice, 1978: 20-21).

7. Most deviance is episodic and of relatively short duration (True--see Rogers, 1977: 126).

8. American crime waves are more fiction than fact (True--see Barnes and Teeters, 1954: 6-7).

9. The typical prison inmate is a loner with no family or friends and with little social contact (False--see U.S. Dep't. of Justice 1978: 40-41).

10. Crime may be functional (i.e. be useful) as well as dysfunctional for the social system (True-- see Doleschal, 1979: 6-8).

11. Crime in the U.S. is rising by leaps and bounds. (False--see Doleschal, 1979: 1-3.)

12. Among modern nations, the U.S. is the most lenient in the punishment of its criminal offenders (False-- see Doleschal, 1979: 3)

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TEACHING CRIMINOLOGY FROM A FEMINIST PERSPECTIVE*

Introduction: The State of the Art

Perhaps no other work has done more for the study of female criminality than Freda Adler's book, Sisters in Crime. (1) Although it has been criticized extensively for its serious theoretical and methodological flaws, it is nontheless true that the book drew our attention to the long-neglected and vitally important issue of women and crime. Adler's work, along with the women's movement itself, not only sparked our interest in women's involvement in crime, but also raised our collective consciousness about the inadequacies of existing explanations of female criminality, and the lack of women in the criminal justice professions. Now almost ten years after the publication of Sisters in Crime, the by-products of the furious debate and feverish research activity it generated are clearly visible. The 1983 Program for the annual meeting of the American Society of Criminology, for example, contained nine panel sessions on the topic of women and crime, while the 1982-83 edition of Books in Print lists 36 titles on the subject.(2)

Although it seems obvious that the study of women and crime has become a legitimate and thriving enterprise in the field of criminology, I am less certain how much of this enthusiasm has been carried over into our classrooms. Undoubtedly, courses on "Women in the Criminal Justice System" and "Women and the Law" have been added to college catalogs, but I am skeptical about the extent to which feminist issues are being addressed in standard criminology courses. The purpose of this paper, therefore, is to suggest specific revisions in the course content of criminology classes - revisions which attempt to incorporate feminist concerns into the criminology curriculum. My intent is not to advocate the wholesale scrapping of the established framework for teaching criminology, nor to usurp in any way the privilege of academic freedom. Instead, my goal is to outline, briefly, a means by which the teaching of criminology can be organized from a "woman-centered perspective" - - one which treats the female experiences in the social world as legitimate in and of themselves, rather than as addenda to a male universe (3).

Toward A Feminist Criminology

Let us take as our starting point classroom discussions of theories of crime causation. From a feminist perspective, one must critically assess extant criminological theories not only in terms of their content and methodologies, but also in light of their patent omission of the sex variable. This failure should not be taken lightly "precisely because it means that purportedly general theories of criminal deviance are now no more than special theories of male deviance." (4) Criminology lectures which overlook the gender blindness of criminological theory simply serve to perpetuate the tradition of treating male criminality as if it encompasses the entire field. Yet if the explanatory power of any theory lies at least partially in its pervasiveness, then traditional theories of crime causation are particularly weak in that they ignore one half of the potential criminal population. Students should be made aware of this problem as much as they are made aware of other standard theory criticisms, especially since "the inclusion of the sex variable has dire effects on some of these paradigms." (5)

Of course, female criminality would be one of the primary topics covered in a criminology course taught from a woman-centered perspective, but again such a discussion would not be without a critique of criminological theorizing. First, in examining the few works on women and crime which appeared before 1975 (e.g. Lombroso, Thomas, Pollak, etc.), instructors should assist students in uncovering the sexist assumptions upon which this research is based as well as its impact on the treatment of female offenders and on later theories of female criminality. This early work typically links female crime to some biological abnormality in the offender, to female sexuality, or to women's supposedly innate emotionality.(6) While the study of male criminal deviance has moved beyond a "problem of the person" model to one in which crime is seen as a normal response to institutional contingencies, many contemporary theories of female crime continue to portray the offender as "sick" or psychologically imbalanced.(7)

The difference in male and female crime rates does remain as a problem to be explained, but a useful approach to this issue is to ask the students themselves to provide an alternative explanation of the data. One such assignment requires students, either individually or in groups, to analyze a set of recent crime statistics and to develop an interpretation which takes into account the effects of economic, race, and gender stratification. I have found this exercise to be especially helpful in demonstrating the influence of culturally-specific beliefs on criminological theorizing as well as in illustrating the methodological difficulties inherent in the use of official crime statistics. But most importantly, it appears successful in aiding students to identify and challenge commonly-held sexist stereotypes about both men and women.

Apart from its critique of criminological theory, a feminist perspective in criminology would also include the exploration of substantive issues particularly relevant to women. Given the time constraints of the average semester, it is necessary for every course to be selective in its coverage of the subject matter. But I suspect that in most criminology courses, like courses in many other fields, topics of special salience for men are most frequently addressed, while those of significance for women are often overlooked. For instance, criminology instructors typically choose to examine the so-called "garden variety" types of crimes, or crimes which they consider to be the most "interesting" and "exiting" - - that is, crimes which show the highest rate of male involvement.(8) In contrast, the feminist criminologist directs student's attention "not only to the crimes committed by women but even more to the crimes committed against women."(9) A woman-centered criminology then, requires a thorough discussion of such topics as sexual assault, sexual harassment, and family violence. Moreover, the claim of ignorance of these subjects can no longer be used as an excuse for excluding them from the course syllabus since representatives of battered women's shelters, rape crisis centers, and other feminist social service agencies are available to speak to college classes, often at no charge or in exchange for a small donation.

Many criminology courses conclude with an examination of the processing of criminal offenders and a look at adult corrections. A comparison of male/female sentencing patterns along with any analysis of court challenges to differential sentencing statutes should be a part of these lectures for "adult women have found themselves victims of a discriminatory, selectively-enforced system." (10) Similarly, a comparison of men's and women's correctional facilities should also be made in light of recent findings which indicate that, "in nearly all respects, women's institutions are inferior to those of men." (11) Perhaps no teaching tool can make these points more effectively than scheduled field trips to both a men's and women's prison. However, the relatively small number of women's facilities and their frequent location in isolated rural areas generally makes this approach unfeasible. Instead, several films are now being marketed which attempt to portray the everyday lives and personal concerns of incarcerated women, including parenting (75 percent of women prisoners have children), health care, and job training. I have found a number of these films to be useful starting points for classroom discussions of gender discrimination in the adult corrections system and of its racial and economic biases as well.(12)

Finally, a feminist criminology would examine the role of women as criminal justice personnel. According to a recent LEAA report, "women remain under-represented in every [criminal justice] employment category except clerical and secretarial," yet women make up an ever-larger percentage of all sociology and criminal justice majors.(13) Since the college classroom is the arena in which many students receive their first serious introduction to the criminal justice professions, it is essential for criminology instructors to discuss this sex imbalance and to review some of the court action that has been taken to remedy it. There is even more to be said for inviting female representatives from various criminal justice agencies to speak to our classes. A panel format which includes women from such nontraditional fields as policing, private security, and federal investigation is an especially good way to break down some of the sex role stereotypes that have prevented women from seeking employment in the criminal justice area. But whatever the method, instructors must be mindful of the fact that few of our female students are likely to pursue a criminal justice career unless we provide them with strong encouragement as well as successful role models. Unfortunately, it has too long been the case that the former has been as difficult for them to find as the latter.

Conclusion

I do not wish to pretend that my suggestions here are the only ones that can be forwarded with the aim of improving criminology courses from a feminist perspective. There are a nunmber of issues that I have chosen not to discuss - the selection of a nonsexist textbook and the use of nonsexist language in the classroom are two examples - whch are nonetheless very important. However, I do hope my comments have stirred the imaginations of other criminology instructors and prompted them to devise additional teaching techniques with a feminist perspective in mind. Much of our recent work has taken what some have called the "add-women-and-stir approach." (14) In other words, we have recognized the need to consider women in the various aspects of our field, but we have simply tried to fit them into "preexisting [male-centered] analytical frameworks." Our goal at this point should be the development of a criminology based on women's experiences, and the criminology classroom is a good place to start.

Notes

1. Freda Adler, Sisters in Crime, (New York: McGraw-Hill, 1975).

2. This total based on an unscientific count by the author. Only books published after 1975 are included, *Subject Guide to Books in Print*, 1982-1983, (New York: R.R. Bowker Co., 1982), p.2105.
3. For a thorough analysis of the woman-centered perspective, see Margaret L. Andersen, Thinking About Women, (New York: Macmillan,1983), pp. 13-15; and Dorothy E. Smith, "Women's Perspective as a Radical Critique of Sociology," *Sociological Inquiry* 44 (#1, 1977) pp. 7-13.
4. Anthony R. Harris, "Sex and Theories of Deviance: Toward a Functional Theory of Deviant Type-Scripts," *American Sociological Review* 42 (February, 1977), p.3.
5. Harris, op.cit., p.4
6. Andersen, op.cit., p. 185
7. George W. Noblit and Linda G. Erikson, "Implications of the Feminist Critique for the Sociology of Female Deviance," paper presented at the Annual Meeting of the Society for the Study of Social Problems, San Francisco (1975), p. 9. See also Carol Smart, "Criminological Theory: Its Ideology and Implications Concerning Women," in *Women and the Law*, Vol.1 D. Kelly Weisberg, ed., (Cambridge, MA: Schenkman, 1982), pp. 283-296.
8. Marcia Millman, "She Did It All For Love: A Feminist View of the Sociology of Deviance," in *Another Voice: Feminist Perspectives on Social Life and Social Science*, Marcia Millman and Rosabeth Moss Kanter, eds.,
9. Andersen, op.cit., p. 193
10. Nicole Hahn Rafter and Elena M. Natalizia, "Marxist Feminism: Implications for Criminal Justice," *Crime and Delinquency* 27 (January 1981) p.93.
11. Rafter and Natalizia, op. cit., p 95.
12. Two exceptionally good films on this topic are "Being a Prisoner," produced by Suzanne Jasper, distributed by Women Make Movies, Inc. 257 W. 19th St., New York, NY 10011. (n.d.); We're Alive: A Film from Women in Prison," produced by Joint Productions, distributed by Iris Feminist Collective, Inc., Box 535, Berkley, Ca 94705, (1974). A 14 part video course on women and the law is also available from Seton Hall University School of Law, 1095 Raymond Blvd., Newark, NJ 07102, (1976). Developed by Elizabeth F. Defeis, it contains a good segment on the "Correctional Justice System."
13. Report of the *LEAA Task Force on Women* as quoted in Rafter and Natalizia, op.cit., p 96.
14. Andersen, op.cit., pp. 13-15.

* An earlier draft of this paper was presented at the Annual Meeting of the American Society of Criminology, Denver, CO November 1983.

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DISCUSSING CAPITAL PUNISHMENT IN CRIMINOLOGY CLASSES:
Separating Myth from Reality

When discussing capital punishment in my criminology/corrections classes, I review five popular misconceptions/myths relating to the expense, deterrent effect, incapacitation effect, fairness, and severity of executions. My primary objective in discussing these myths is not to change attitudes but to inform students about what capital punishment can and cannot accomplish. My own experience suggests that the "myths" approach to teaching about capital punishment allows the instructor to examine this controversial topic without the usual acrimony and name-calling.

1. The Expense Myth. Most proponents of the death penalty claim that executions save tax money. The argument often raised is "why should law-abiding citizens use their hard earned dollars to keep murderers in prison?" However, because of the lengthy appeals process provided by the state for offenders sentenced to die, executions are actually more expensive than life imprisonment (executions now cost taxpayers approximately $1,000,000 each; in contrast, life imprisonment is a relative "bargain" at $300,000-$500,000).

2. The Deterrence Myth. Supporters of the death penalty often claim that capital punishment "makes an example" of the offender and hence deters other persons from committing serious crimes. If deterrence indeed worked, American states which retain capital punishment should have lower murder rates than neighboring abolition states. Criminological research, however, has repeatedly failed to demonstrate this relationship. Deterrence/rationality arguments naively assume that murderers weigh the costs and benefits of their acts before killing. In reality murder is usually an impulsive crime.

3. The Incapacitation Myth. Most proponents of the death penalty argue that executions prevent future crime because "dead murderers can kill no more." However, the argument falsely assumes that persons who have killed once are likely to kill again. Studies reveal that: (1) paroled murderers are no more likely than other paroled violent offenders to commit a future killing; and (2) incarcerated murderers are no more likely than other inmates to commit a murder in prison. Consequently, the most effective way for preventing murder is to execute all violent and/or imprisoned offenders--which is clearly an untenable crime prevention policy.

4. Fairness Myth. Supporters of the death penalty believe that

safeguards can be enacted in the criminal justice system which will ensure that executions occur in a fair and just fashion. However, justice will never be "blind" when it comes to executions -- "chivalry" in the U.S. criminal justice system will continue to impede the execution of women while class favoritism will spare millionaires and race favoritism will spare whites. I note in my classes that because of selective/unfair administration, the death penalty may be cruel punishment--but it is certainly not unusual (i.e., punishments are often selectively administered in the U.S. criminal justice system).

5. The Severity Myth. Both proponents and critics of the death penalty seem to assume that execution is the "ultimate" punishment. The "severity myth" implicitly depicts prisons as "country clubs" where convicts "learn trades and relax." In reality, however, the prison experience is exceptionally depriving and painful for most inmates. Consequently, when given the hypothetical option of death or life imprisonment without parole, some prisoners--most notably Gary Gilmore--prefer death. As Hermann Hesse suggests at the conclusion of Steppenwolf, the ultimate punishment for murder may not be death but "eternal life" (at least eternal life in a penitentiary).

PROJECTS, EXERCISES AND ASSIGNMENTS

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Used In:
S420 Crime and Community

RESEARCH: THE SOCIAL LOCATION OF CRIME

DIRECTIONS

A. Land Use Mapping

Using the appropriate Neighborhood Plan (on reserve in the library), each group should draw in the pattern of land use in their respective neighborhoods on the large Neighborhood Map in Room 353 of the library according to the following color scheme:

Purple: Business, Commercial, Industrial (all types)
Yellow: Public
No Mark: Single, Two and Multi-Family Residential

B. Geographic Location of Crime

1. Using the computer printouts provided to you, pinpoint the exact location of each police dispatch call. Use the Polk City Directory (on reserve in the library) if necessary.

   a. If address is not given, look up person or business in the second section (White Pages).
   b. If address is given, turn to the third section (Green Pages) locate street (they are in alphabetical order). Follow numerical order to locate a specific address; write down closest preceding and following cross-streets.
2. Code each incident on the computer printout using the Police Department Radio Codes and the following symbol and color scheme:
   D = Disturbance Dispatch = Blue
   P = Property Crime Dispatch = Green
   V = Violent Crime Dispatch = Red
3. Provide the following totals for the dispatches on your computer printout:
   a. Total number of disturbance dispatches (D)
   b. Total number of violent crime dispatches (V)
   c. Total number of property crime dispatches (P)
   d. Total number of index crime dispatches (V + P)
   e. Total number of dispatches (V + D + P)
   f. Total number of uncodable dispatches.
4. Plot the locations of the crime and disturbance dispatches on the Neighborhood Map in Room 353 of the library using your computer printout and the pins provided, according to the following color scheme:
   D = Disturbance Dispatch = Blue
   P = Property Crime Dispatch = Green
   V = Violent Crime Dispatch = Red

FORT WAYNE POLICE DEPARTMENT RADIO CODES

20	Trouble Unknown	D	54	Robbery in Progress	V
21	Adults	D	55	Fight	D
22	Juveniles	D	56	Gang Fight	D
23	Vandalism	D	57	Mugging	V
24	Halloweeners	D	58	Shooting	V
38	Stealing Vehicle	P	59	Stabbing-Cutting	V
39	Stolen Vehicle	P	60	Murder	V
40	Alarm	D	61	Rape	V
41	Man Down	D	62	Party Armed	V
42	Drunk	D	63	Cave In	D
43	Disturbance	D	64	Drowning	D
44	Smoke, Noise, etc.	D	65	Suicide	V
45	Neighborhood Trouble	D	66	Demented Person	D
46	Family Fight	D	67	Indecent Exposure	D
47	Disorderly Conduct	D	71	Explosion	D
48	Suspicious Person	D	72	Fail to Pay	P
49	Prowler	D	73	Walk-a-Way	P
50	Break-In	P	74	Unruly Crowd	D
51	Theft	P	75	Riot	D
52	Shoplifer	P	89	Bomb Threat	D
53	Robbery	V	154	Officer in Trouble	D

C. Group Research Report: The Social Location of Crime
Each group should provide a written report on their own target neighborhood with the following information:

1. Assume that crime is randomly distributed throughout the city. Eyeball the pattern of pins. Are there exceptions? Where? What kinds of crimes?

2. Assume that crime is randomly distributed within your target neighborhood. Eyeball the pattern of pins. Are there exceptions? Where? What kinds of social locations?

3. Count the total number of each type of crime (D, P, and V) in your target neighborhood and
   a. Calculate each type of crime (D, P, and V) and the overall total number of crimes (D+V+P) as a percentage of the Fort Wayne city total in each category (Fort Wayne city totals given in class).
      Procedure: Divide each neighborhood total by the corresponding Fort Wayne city total.

      Example:
$$\frac{\text{Total violent crimes dispatches in target neighborhood}}{\text{Total violent crimes dispatches in Fort Wayne}}$$

   b. Calculate a dispatch rate/1,000 for each type of crime and the overall total (D+V+P).
      Procedure: Divide each neighborhood crime dispatch total by the total population of Fort Wayne (provided in class) and multiply by 1,000.

      Example:
$$\frac{\text{Total violent crimes dispatches in target neighborhood}}{\text{Total population of Fort Wayne}} \times 1{,}000$$

      Then multiply by 10 (this is a 10% sample).

4. Using the land use data in the Neighborhood Plan and the information on the Neighborhood Map, construct a table showing the proportion of each type of crime dispatch found in each social location:

   (Note pattern of social location for your community).

Land Use		Crime Dispatches			
	Area of Communty	Disturbance	Property	Violent	All Crimes
Business, Commercial, Industrial	%	%	%	%	%
Public	%	%	%	%	%
Residential	%	%	%	%	%
Total	100 %	100 %	100 %	100 %	100 %
(N)	( )	( )	( )	( )	( )

Discuss the table in terms of the concentration of crimes in types of land use vs. proportionate dispersion across land use.

Contributed By: Dick Batten
Boston College
Used in:
Crime in America: Issues of Social Control

CRIME IN THE NEIGHBORHOOD
Requirements and recommendations

A. Individual Paper (25% of the final grade): Your paper is due on November 25th or December 1 by 12:00 noon. Your paper should include the following sections:

1. Individual research project report, based on field notes.
    a. Complete description of events, persons, setting, interaction conversation, etc.
    b. Personal impressions and feelings about your role as researcher.
    c. Insights, explanations and predictions on what you have observed.
2. Analysis of the problem of crime in the neighborhood. Use your class notes and the assigned readings to analyze the problem of crime in the neighborhood you studied. Be sure to include criminological theories discussed in class.
3. Conclusion. Make recommendations to reduce crime in the neighborhood.

Notes: .You might decide to include your actual field notes as an appendix to the individual paper. The pages are not included in the 8-13 typewritten pages required.

.Make two copies of your individual report. One will be handed in and you will use the other to prepare for your group paper and group presentation.

B. Group Paper and Group Presentation (15% of the final grade): Presentations will be held from December 2 - December 7. Your group will be presenting your project for your instructor. Sign-up sheets for the half-hour time slots will be posted on my office door - McGuinn Rm 410C - from November 25- December 1. Presentation and discussion will last approximately 30 minutes: 20 minutes for the presentation itself, followed by 10 minutes of discussion. Each group will be given a grade for the group as a whole.

Group Paper is due at the time of the presentation and should contain the following items.

1. General description of the neighborhood studied
2. Explanations of methods used and problems encountered
3. Presentation of findings. Report the results of your actual research on crime in the neighborhood. Feel free to use quotes, your own experiences and insights.
4. Conclusion: a. Analyze the problem of crime in the community studied.
   b. Choose one criminological theory which the group thinks best explains the problem of crime in the neighborhood. Specify why you have chosen this theory.
   c. Make some recommendations for solutions to reduce crime.

Note: I believe the best work will result when all group members actively participate in synthesizing their individual findings and ideas. (4-6 typewritten pages)

Group Presentation should include the following items:

1. Give a general description of the neighborhood.
2. Discuss the research method you used and the problems you encountered.
3. Present your findings. What did you decide to study in the community and what did you actually find out?
4. Conclusion: Using criminological theories discussed in class, your class notes and the text books, analyze the problem of crime in the neighborhood you studied.
5. Make recommendations for possible solutions to reduce crime in the neighborhood.

Note: Be sure that all group members are present and prepared to participate.

Contributed By: Dick Batten
Boston College
Used In:
"Crime in America" course

ASSIGNMENT 1: AUTOBIOGRAPHICAL ESSAY

Due Date: February 14, 1983
at the beginning of class

1. Review the class lecture notes and THE PROBLEM OF CRIME (especially pp. 64-83).

2. Choose a form of deviant behavior in which you have personally participated, and which you consider to be deviant in some way. This can be an ongoing activity which you are presently involved in, or else you are encouraged to reach back into your past. (Only I will read your papers. Confidentiality is assured.)

3. Using the Concepts discussed in class, reconstruct your own experience in sociological terms. You might include the following concepts:

GOING DEVIANT, DEVIANT RECRUITMENT PROCESS
ROLE-IMPRISONMENT
ACCUMULATION OF TRACES
INTERPERSONAL PROBLEMS
CLASSIFYING OTHERS
CONTROLLING COMMUNICATION
DEVIANT LABELING
DEVIANT SUBCULTURES
MAINTAINING DEVIANT BELIEFS

It is important to apply as many of these concepts as are relevant to your own situation.

4. The best papers will go beyond pure description of your experience. You should step outside yourself and analyze your behavior by incorporating sociological explanations and insights. Remember that sociology examines individual behavior in relation to its social context.

5. Your paper should be 3-5 typewritten pages and will count for 10% of the final grade.

Editors' Note: For a description of a similar exercise, see Darrell J. Steffensmeier's ASA Teaching Newsletter article "Criminology Assignment: Why I Am/Am Not a Criminal and Why I Will/Will Not Become a Criminal" -- 1979, Vol. 7, No. 3, pp. 8-9.

Contributed By: Dick Batten
Boston College
Used in:
Crime in America: Issues Of Social Control.

SCARED STRAIGHT

The sociologist C.Wright Mills once wrote:

> Troubles occur within the character of the individual and within the range of his immediate relations with others; a trouble is a personal matter. Issues have to do with matters that transcend these local environments of the individuals; an issue is a public matter.

Write a short paper (maximum of two typewritten pages) on the movie Scared Straight. Use the distinction between 'personal trouble' and 'public issue' to analyze the crime prevention technique portrayed in the movie. How could Scared Straight be criticized using two of the crime causation theories discussed in class? Substantiate your answer.

Contributed By: Dick Batten.
Boston College
Used in:
Crime in America: Issues of Social Control. (1980)

HOW LAWLESS ARE BIG COMPANIES?

The purpose of this assignment is to discuss corporate crime in the context of Sutherland's Differential Association theory, especially as it explains white collar occupational crime. Although the differential association theory was originally developed to explain traditional crimes, it can also be applied to white collar crime, especially corporate crime.

Based on the article 'How Lawless are Big Companies?' (Fortune, December 1,1980), pages 65-68 and Chapters 6 & 7, pages 173-250 of Deviant Behavior, and your class notes, write an essay (1 1/2 - 2 typewritten pages) on corporate crime. Include the following parts:

I. Analyze the main proposition of the differential association theory as it applies to the concept of corporate crime. Explain how this form of occupational crime devops (approximately one and a half typewritten pages.)

II. Do you think that corporate crime can be prevented? Why or why not? Describe a basic crime prevention strategy to control corporate crime.

Contributed By: Dick Batten
Used in:
"Crime in America" Spring 1983

CRIME, DEVIANCE, AND ISSUES OF SOCIAL CONTROL IN YOUR HOMETOWN

Due Date: May 10, 1983
before 4:00 p.m. in my office

You have been reading and discussing issues on crime, deviance and social control in THE PROBLEM OF CRIME; HUSTLERS, BEATS AND OTHERS; WAYWARD PURITANS; BLAMING THE VICTIM; and DECARCERATION, in class, and in assignments.

In the beginning of the semester we have been talking about theory and research methods of crime and social control. More recently, crime and its control and punishment and control in America were addressed.

Based on the readings, class lectures and discussions, hand-outs, and assignments, and your own research and thinking, write a paper entitled "Crime, Deviance, and Issues of Social Control in My Hometown." Your paper should primarily focus on the social inequality of the town in which you grew up as the basis for discussing criminal or deviant behavior. You are encouraged to use all the knowledge you have acquired during the semester to organize and interpret your ideas. The topics described on page 5 of the syllabus (course outline) will give you some further indication of the issues you might want to cover. [editors' note: syllabus is included elsewhere in this publication.]

The maximum length of this paper is fifteen (15) typewritten pages. This final paper is worth 35% of your final course grade. If you grew up in a large city, you may select a particular neighborhood and its surrounding area. If you grew up in a rural area, you should expand the scope of your inquiry to the surrounding region.

Suggestions for the organization of your paper:
(1) Introduction (1 page)
A brief discussion of your hometown. You might want to include some historical and demographic information.
(2) Methodology (1 page)
A discussion of the variables you think are most helpful in indicating social inequality in your town. How would you ideally determine the occurence of crime and deviance? How did you measure criminal and deviant behavior?
(3) Description (8 - 10 pages)
A description, perhaps using a diagram or map, of the inequality

structure of your hometown. Census data are useful here, but not required. From your personal observation and experience, give examples of the forms of criminal and deviant behavior of as many distinct parts of the town as you can. You are encouraged to describe, briefly, the lifestyle of families who could be considered representative of the different neighborhoods. The objective is to use these examples as case studies of each of the social classes you have been able to detect. How does the town, or the different classes, try to control the described forms of deviant behavior?

(4) Analysis (2 - 3 pages)

Based on this description how do you analyze crime, deviance, and issues of social control in your hometown? How do the different segments of the area you have studied differ in crimes and their control? Use as many theories as you deem necessary to interpret your findings. You must, however, analyze your home town using at least the Concentric Zone Theory, Conflict Theory, and Durkheim's Functional Theory. Discuss how, in your opinion, some of the more serious forms of criminal and deviant behavior could be prevented.

Contributed by: Dick Batten
Boston College

Interview for Parents
CRIME IN AMERICA - ISSUES OF SOCIAL CONTROL

1. Sex ____MALE ____FEMALE

2. Age ____

3. What was your religious upbringing?

____PROTESTANT
____CATHOLIC
----JEWISH
----OTHER
----NONE

4. How often do you attend religious services?

____NEVER
____LESS THAN ONCE A YEAR
____SEVERAL TIMES A YEAR
____ABOUT ONCE A MONTH
____2-3 TIMES A MONTH
____NEARLY EVERY WEEK
____EVERY WEEK
____SEVERAL TIMES A WEEK

5. How strong do you consider your religious beliefs to be?

____STRONG
____SOMEWHAT STRONG
----NOT VERY STRONG
----NOT APPLICABLE

6. How many years of education have you completed? ____years

7. Estimate what you think your family's total income was in 1982 before taxes (Check one):

____0 to $5,000
____$5,001 to 10,000
____$10,001 to 20,000
____$20,001 to 30,000
____$30,001 to 50,000
____$50,001 to 70,000
____$70,001 to 90,000
____Over $90.000

8. List what you consider to be the main factors causing the high crime rate in the U.S.A. (maximum 3 causes).

9. On a scale from one to five, one being 'very liberal' and five being 'very conservative', how would you rate yourself?

VERY LIBERAL		MIDDLE OF THE ROAD		VERY CONSERVATIVE
1	2	3	4	5

10. On a scale from one to five, one being 'very deviant' and five being 'not at all deviant', how deviant do you personally consider the following groups to be? Circle your response for each category.

	VERY DEVIANT				NOT AT ALL DEVIANT
A. Drug addicts	1	2	3	4	5
B. Mental Patients	1	2	3	4	5
C. Communists	1	2	3	4	5
D. Prostitutes	1	2	3	4	5
E. Homosexuals	1	2	3	4	5
F. Alcoholics	1	2	3	4	5
G. Adulterers	1	2	3	4	5
H. Marijuana smokers	1	2	3	4	5
I. Lesbians	1	2	3	4	5
J. Cigarette smokers	1	2	3	4	5

11. On a scale from one to five, one being 'very deviant' and five being 'not at all deviant', how deviant or criminal do you personally consider the following forms of behavior to be? Circle your answer for each category.

	VERY DEVIANT				NOT AT ALL DEVIANT
a. Robbery	1	2	3	4	5
b. Drunken driving	1	2	3	4	5
c. Abortion	1	2	3	4	5
d. Shoplifting	1	2	3	4	5

e. Drug dealing	1	2	3	4	5
f. Tax fraud	1	2	3	4	5
g. Homicide	1	2	3	4	5
h. Purse snatching	1	2	3	4	5
i. Motor vehicle theft	1	2	3	4	5
j. Loan sharking	1	2	3	4	5
k. Gambling	1	2	3	4	5
l. Vandalism	1	2	3	4	5
m. Sexual harassment on the job	1	2	3	4	5
n. Insurance fraud	1	2	3	4	5
o. Government crime (e.g.invasion of privacy)	1	2	3	4	5
p. Crimes against consumers	1	2	3	4	5

12. Crime and its prevention have been major problems throughout the history of the United States. Briefly, describe your basic ideas on how to solve the problem of crime in America.

13. Have you ever been a victim of a crime? If so, please indicate the nature of the crime(s).

Thank you for participating in the CRIME IN AMERICA - ISSUES OF SOCIAL CONTROL survey. We'll be using the results of this survey during class discussions during this semester. Feel free to write any comments in the space provided below.

[Editors' note: Dick Batten highly recommends the distribution of a similar survey to students in introductory criminology classes. The parent-student survey responses then can be compared throughout the semester.]

Contributed By: Dick Batten
Boston College
Used in:
Crime in America-Issues of Social Control (1983)

STATE PROGRAMS FOR EX-CONVICTS: THE ISSUES

The state, as representative of society's members and protector of the community, should actively support the social integration of ex-convicts. For example, an Affirmative Action program for ex-offenders in government agencies should give them priority access to public service jobs. You might want to differentiate between serious violent offenders, repeat offenders, and first offenders. Juvenile delinquents, however, are excluded from the discussion.

Argue both in favor and against this thesis. Spend two-thirds of the space allocated in favor of this argument, one third against (maximum 2 typewritten pages).

Contributed By: Dick Batten
Boston College
Used In:
"Crime in America" course

ANALYSIS OF THE CRIMINAL COURTS

Due Date: March 14, 1983
at the beginning of class

For this assignment, you are asked to visit a session of the Municipal Court of the City of Boston and another criminal court of your choice. You should attend the court sessions for as long as you deem necessary to form an opinion about what is going on. (Suggested time to be spent attending each court session 1-1.5 hr.)

In your paper, I expect you to do the following:

1. Describe the steps you went through to gain access to the two courts and the experience of the actual observation (methodology).

2. Describe and compare what you actually observed in the two courts.

3. Using THE PROBLEM OF CRIME, your class notes and your sociological imagination, analyze the function of the criminal court as an instrument for social control according to two of the following theorists. You might decide to differentiate between the two courts.

   (a) Beccaria or Lombroso; and

(b) Durkheim, or Sutherland, or Bonger

Choose one theorist from each category (a) and (b)

For this assignment, I am not interested in a mere summary of the ideas of the theorists. I expect you to apply their theories to the social institution of the court. This assignment counts towards 10% of the final grade. (4-6 typewritten pages).

Contributed By: Bruce L. Berg
Florida State University

WHO DONE IT? A CRIMINOLOGICAL EXPERIENCE

Introduction:

Often in the process of teaching a course an instructor is able to send his/her class outside of the classroom to witness the literal occurrence of some phenomenon discussed during a lecture. I have myself on occasion had students visit juvenile detention centers, jails, and even a prison, during the course of teaching Criminology, Juvenile Delinquency, and once when discussing Deviance as part of an Introductory Sociology class. Yet there are some phenomena which do not easily lend themselves for this sort of student observation (much less participation). On the surface, crime, and particularly the investigation of a crime, seems to be just this sort of non-observable phenomenon. The following paper, however, will detail one way in which I have managed to provide my students in a Law Enforcement class with the simulation of a criminal investigation--one in which the students must investigate and determine "who done it."

Objectives and Goals:

The goals of this exercise are as follows: (1) to orient students to a variety of aspects associated with due process, and the criminal investigation, (2) to increase the student's ability to use social and behavioral theory learned in classes while in a practical setting (albeit a simulated setting), (3) to encourage students to improve (or develop) their methodological skills (i.e., interviewing, observation, communication, and so forth), (4) to force students to think about and see the criminal investigation from a sociological perspective (i.e., through questioning eyes), and (5) to attempt to dispel the romanticized media image of the detective.

Description of the Course:

I use this exercise in an Introductory Law Enforcement course, but believe that it would be equally useful in courses on Crime and Society, Deviance, or as a special project in an Introductory Sociology course. In the program where I teach, this Law Enforcement course is required for Criminology majors. In consequence, many of my students are Criminology majors, and persons who plan careers in some area of criminal justice. In the class in which I initiated this exercise, there were 60 students.

Description of the Exercise:

I begin by lecturing on criminal investigations in general, and in particular the role of the patrolperson and the detective. Much of my lecture centers on the more routine nature of patrol and investigation.

After completing the basic lectures, I explain to the class that they are about to be given an opportunity to put the theories they have just learned into practice. I then distribute a "Mock Criminal Investigation Fact Sheet" (shown in Appendix A). The victim in this crime is my graduate assistant, but any available (and willing) student or faculty member will suffice. Included in the fact sheet is information from the "responding officer's report," and a list of property stolen from the victim's home. In addition, students are given a "Suspect List" which contains eight brief criminal "histories" and a set of written instructions (shown in Appendices B and C respectively).

I proceed to explain to the class that this investigation is to be a graded assignmment. I then divide the class into five "investigative teams." Following the establishment of teams, I talk the class through the "Instructions for the Mock Criminal Investigation." Included in this discussion is an emphasis on "warrants," and "arrests." I explain that each team is entitled to obtain only one warrant (for searching the office area of the suspect), and to make one arrest. Mock "warrants" are obtainable from the "Municipal Court," following submission of a petition. The municipal court, in my exercise, is under the auspice of the Dean of the School of Criminology, who has the right either to grant or deny warrants (as well as the ability to hold investigators in contempt of court).

The teams are informed that they will have two weeks to interview eight subjects, and determine who among them is the felon. In addition, I inform the team that a witness to the crime exists, and that an interview with him might provide additional information, leads, and clues. Although I tell the class who the witness is, I also inform them that this witness is instructed to repeat his account to only four of the five teams.

Consequently, the last team to approach him will not receive the benefit of his information--unless they can persuade members of the other investigative teams to share their information.

As a final "spanner in the works," I explain to the class that two of the suspects are instructed to refuse to speak with investigators until these investigators obtain search warrants. I further inform the class that these suspects are to invoke this constitutional right at staggered times of my choosing (determined in advance), thus, some investigators will have already managed to conduct their interviews (thereby providing the availability of information through sharing).

Preparation of Suspects and the Witness:

Prior to beginning this exercise, I arranged with six faculty members and two graduate students to pose as suspects. In addition, I arranged to have another faculty member pose as my witness.

Each suspect is given a brief alibi, and a set of special instructions. Several of the alibis require the investigative teams to check with other suspects for confirmation. Several of the alibis are lies. In addition, several of the suspects are given items which either resemble those included on the "Stolen Property List," or are in fact "stolen items." In some cases, suspects are given pawn tickets, or receipts to show to investigators, in order to account for these items. The felon is not given any means of accounting for the stolen property in his office. All property items are placed in plain sight on the desks and file cabinets in the suspect's office.

Suspects are also instructed to discontinue their interviews with each investigative team, if certain questions about the stolen items arise (i.e., questions about their having these items in their possession after presentation of a receipt or pawn ticket). In these cases, suspects are instructed to invoke their constitutional rights to withdraw from questioning, and to refer investigators to their attorney. The suspect's attorneys are played by two graduate students, who have been instructed to tell the investigators the following:

> "My client has no comment to make. If you have sufficient evidence to make an arrest, then do so. If you do not have sufficient evidence, then do not attempt to speak with my client again until you have a warrant. Any further harassment of my client will be seen as intentional, and legal action will be taken."

My witness was given a brief statement containing several additional clues (beyond those offered by the victim-witness). The witness was instructed to read the story once, and not to refer to it again after the first investigative team spoke to him.

Points of Strength

There are several important lessons for students to learn during the course of this exercise. First, students are provided an opportunity to feel, actually, how tedious and often frustrating the investigative process can be. Investigations are not all fast-paced chase scenes as portrayed in the media. Much of the investigative process is actually quite mundane. Second, in order actually to solve the crime, students must develop some sort of organization among themselves, and produce a systematic means by which to swiftly interview eight suspects and two witnesses--all within the limited time frame of two weeks. To accomplish this task, each of the five investigative teams must learn how to operate both as independent and autonomous units and as a system of interdependent teams.

Finally, this exercise provides students with a means of entering an area which would otherwise be unavailable to them for observation--and even less accessible to them for participation.

APPENDIX A
MOCK CRIMINAL INVESTIGATION FACT SHEET

On Saturday night, October 8, 1983, Jennifer Bevino returned to her first floor apartment at approximately 11:30 pm. As she approached her front door, she noticed that it was slightly ajar. Before she could do anything, the door swung open, and a shadowy figure rushed out of the apartment, pushing and knocking Jennifer down to the ground as he fled. Although startled, and slightly winded from the fall, Jennifer was able to see a glimpse of her assailant as he ran to a waiting car parked in the apartment complex lot. She offered the following physical description to the responding officers.

"The assailant was on the young side, maybe in his 20's or 30's. I think he may have had light brown, or blonde hair. I can't be certain, it was rather dark out. I'm not entirely clear on how tall he was, after all, I really only saw him from the ground after he knocked me over. Maybe he was, like 5' 5", maybe 5' 7" or 8"; I just can't be sure. He wasn't very powerfully built, but then again, he wasn't really slim, either. I think he was wearing a light colored wind breaker, I couldn't see his shirt. You know, it's funny, I remember seeing his feet--his shoes. I remember thinking to myself how strange it was that he was wearing heavy boots on such a warm night. It's funny what you think about at times like that, isn't it? Anyway, they were, you know, those insulated kind of hunting boots, light tan colored, but kind of worn. I couldn't make out what kind of car it was, but it was kind of small. Maybe a compact. When it turned the corner out of the lot, I could just about make out that the car was a light color (it reflected sort of funny under the street lamp). I think it might have been cream colored, or white. But it's hard to say for sure. It might have been yellow. I'm sure it was some light color though."

Included in the responding officer's report were the following pieces of information:

1. The front door appeared to have been "jimmied" with a pocket knife.
2. There were several apparently recent footprints in the damp sand near where Jennifer was knocked down (plaster casts were made).
3. There were several dry red marks (assumed to be blood) near the place where the door was jimmied. The officers suspect the perpetrator may have cut himself as he forced open the door.
4. A ticket stub from a recent F.S.U. football game, which Jennifer couldn't account for (found in the living room near the front door).
5. A matchbook from Poor Paul's, also not accounted for by Jennifer (found near the ticket stub in the living room).
6. Several liquor bottles Jennifer kept in her kitchen cabinet were on the work space. One of these, a bottle of Jack Daniels was open, and the contents spilled on the kitchen table.

STOLEN PROPERTY REPORT

The responding officer made the following list following an interview with the victim:

1. Sanyo portable FM/AM radio. Serial number (in back cover) 43021366-A.
2. One pair diamond earrings (pear shaped) 14K gold clasp.
3. One string of matched pearl necklace (24 inches).
4. One silver pocket watch (has picture of a train etched in back).
5. Assorted household tools (e.g., screw drivers, pliers, hammer, etc.)
6. General Electric 19" color television. Serial number 222468900 BC.
7. Assorted phonograph records
8. Bell and Howell 8 mm projector (no serial number available .
9. Silver wine cup (small, approximately four inches high).
10. Silver candle sticks (ornamental grapes in bas relief at base).
11. Smith Corona typewriter (Coronet Super 12 model) Serial

number 524766-4.
12. Original oil painting by Juan Schwartz. Scene depicts a small donkey in a field.
13. One Swingline model 67 Electric stapler (no serial number available.
14. Approximately six recent copies of Time Magazine.
15. A small coin collection (valued at $1000.00) containing two gold coins ($2 1/2 pieces), a complete set of half dollars from 1901-1929.

APPENDIX B
SUSPECT LIST*

1. (Legs LeRoy): Has been the suspect in two previous burglaries (no arrests). Has a history of gambling and default of payments with credit agencies. Has no history of felony arrests, but has been involved in several misdemeanor raids (vice) on local afterhours clubs.
2. (Fast Freddy): Has been implicated in several small time Con games (no arrests). Has twice been arrested for possession of stolen property (suspended sentences, and fines paid).
3. (Bad Boy Brucie): Has been twice arrested for passing bad checks (fine paid and restitution). Is known to be a heavy drinker, and likes fast cars and fast women. Previous investigations show he tends to live well above his financial means. Has been involved in several raids on afterhours clubs (no arrests) and has been cited several times for his involvement in a large "floating crap game."
4. (The Ice Pick): Has been the suspect in a previous burglary (the case is still under investigation). Has a history of violence which includes a number of barroom fights. During one fight, he managed to grab an ice-pick from the bar, and stabbed two other men he had been fighting with. (He was convicted on a disorderly conduct charge, but no charges were filed on the assault with a weapon). Has been picked up three times for public drunkeness, and allowed to "dry out" before being released.
5. (Fast Gun Billy): Although a reserve police officer, he has twice been placed on suspension for excessive force during arrests. He has also been investigated by Internal Affairs after allegations were made that he tried to "shake down" local store owners (a formal hearing is still pending). For the past two years he has worked patrol, but during the last three months has been assigned to work out of burglary.
6. ("Baby Face" Spear): Served two years for his involvement in an armed robbery (he is currently on parole). Has been written up twice in the last four months for minor parole violations (drinking and gambling). Prior to his arrest for the robbery, he was implicated in 22 burglaries, but as a juvenile. Was removed from his family, and placed in a detention center.

7. ("Slim" Gertz): Has no record of arrests. Has been suspected of fencing stolen property in a number of robberies and burglaries. No formal charges have been made against him chiefly because of his repeated usefulness as an informant. He is currently a defendant in another case involving possession of stolen property (a color television set taken from a parked delivery truck, and recovered behind Gertz's garage). Is probably ready to make a deal if he can.
8. (Rotton Ron): Has a long history of arrests and convictions. Most are petty crimes (auto larceny, shoplifting, and petty burglaries). He was released from prison ten months ago, and has not been implicated in any wrong doing during that time.

*All accounts are fictional.

APPENDIX C
INSTRUCTIONS FOR INVESTIGATIONS INVOLVED IN THE SCHOOL OF CRIMINOLOGY'S MOCK CRIMINAL INVESTIGATION

General Information:

1. By this time you are in possession of a copy of the "Case Fact Sheet", "Stolen Property List," "Responding Officer's Report," and a "Suspect List." The first three items contain a number of important clues and leads for you to investigate. The Suspect List contains a brief statement about each suspect, and is intended to provide you with some insight into the suspect's character and past involvement with the criminal justice system.

2. You have been advised that a witness to the crime exists. It is very possible that the witness can provide either confirmation of certain points in the victim's statement, or additional information which may assist in identifying the felon. Please be aware of the following: The witness has been instructed to respond to no more than four investigative teams. I have divided the class into five teams. A bit of fast mathematics should reveal that one of the teams will not be given the benefit of information from the witness.

3. Remember, this is an official assignment for which you will receive a grade. You will be responsible for submitting a final report on or before October 21, 1983. Your reports should be a team effort. The report must contain the following information:

   a. Accounts of each interview with suspects.
   b. A reasonable explanation of why each suspect has been eliminated from your list.

c. An "Arrest Statement"; the selection of one suspect as the felon. Be certain to include a detailed explanation of why you have selected this suspect, and what evidence you have against him.
d. Include in your report copies of Search Warrants used in the course of your investigation.

OFFICIAL RULES FOR THE INVESTIGATION:

1. You may interview suspects only during regular school hours, and only on F.S.U. campus (i.e., you may not bother suspects at their home or off campus on the street).

2. You may call the suspect at home only if the suspect has given you prior permission (I would appreciate your obtaining a written consent).

3. Your team may obtain only one search warrant, and make one arrest during the course of the investigation. Please note:

> There will be a penalty imposed upon the entire team in the event of a false arrest (i.e., the arrest of any suspect other than the guilty party). The penalty will be a maximum grade of B for members of the team (providing all other aspects of their final report are perfect).

4. Warrants. In order to obtain a search warrant, an investigative team must petition the Municipal Court of the School of Criminology. Petitions must be accompanied by a written report on all steps which have been exercised already, and information obtained from other investigative teams which will help to justify (i.e., show probable cause) the request.
It will be entirely up to the Judge whether a warrant is to be issued. Any search undertaken without a warrant will result in the immediate failure of the investigative team.

5. Arrests. When your investigative team feels there is sufficient evidence against a particular suspect, you may make an arrest. This is accomplished by producing a final report and turning it in to Mrs. Harris before October 21, 1983.

a. All teams making a correct arrest will be awarded grades of A.
b. The first team to make a correct arrest (and only the first team) will be given a bonus point added into their semester grade in CCJ 3301, in addition to grades of A.

Miscellaneous Information:

1. Each of the suspects possesses the constitutional right to

refuse to speak with an investigator. Two suspects have been instructed to invoke their right not to speak with an investigator until the investigator has obtained a warrant.

2. Several suspects have been instructed to discontinue interviews at specified times, and to refuse to speak with that particular team of investigators until a warrant is obtained.

3. Whenever possible, alibis should be confirmed.

4. As in the real world, suspects may lie to investigators.

5. Any arrest made, based upon evidence or statements made by a suspect who has not been advised of his constitutional rights (Miranda Warning) will not be seen as a "correct arrest" (even if the suspect is the felon).

6. Teams may share information obtained (either from interviews or search warrants), but only one team (the first one) will be awarded the bonus point.

7. When in Chambers with the Judge, be polite: he does have the right to hold you in contempt of court. Investigators found in contempt will not be allowed to submit a revised petition for a warrant for two full days.

[Editors' note: A "Mock Search Warrant" and general references have been deleted due to space limitations.]

Contributed By: Phillip W. Davis
Georgia State University
Used in:
Sociology 124 (1977)

SITE VISIT OBSERVATION GUIDE

1. Driving instructions: Take Van Buren off ramp, turning right. Turn left on Magnolia to the Riverside General Hospital. Turn right onto Harrison, going one long block to the Juvenile Hall entrance on the right. Go through the make-shift main gate and park.

2. Based upon what the tour guide(s) mention in their comments and upon their answers to your questions, try to get a sense of as many of the following "sensitizing questions" as you can. The report will not require answers to all of them.

a. In terms of the architectural layout of the facility, what appears to be the overall pattern? What might be the effect of this pattern upon the social psychology of detention? (speculate).

b. What is the philosophy by which the hall operates? What is the philosophy behind detention?

c. What programs are "offered" at the facility? What are they designed to do? What are the claims made as to the degree of success the programs enjoy?

d. What is the nature of the formal educational program at the hall? How are youths assigned to different classes?

e. What are the restrictions placed upon leisure time activities? What are the penalties that can be imposed upon youths? What is the nature of the restrictions placed upon the immediate living environment; i.e. the living units for the youths; how controlled is this environment?

3. Feel free at any point to raise questions.

Contributed By: Patrick Donnelly
The University of Dayton
Used In:
Criminology and Penology - Sociology 327.

RESEARCH PAPERS

As the syllabus [see elsewhere in this publication] states, you are responsible for doing a paper as a requirement for this course. It must be at least nine pages, typed, double-spaced. Details about deadlines are listed on the syllabus. This handout is designed to provide you with more information about the type of paper that is expected.

The paper should be a research paper. I do not want people going out to find out what other people have said and letting it go at that. I do want students putting something original (of their own) into the papers. The paper should demonstrate the student's ability to select an issue, locate relevant sociological and criminological literature, gather data (information) on the issue, analyze and interpret the data and write a clear, well-organized, coherent paper.

Choosing an Issue

The first step is to choose a topic that you feel would be interesting to research. The only limits are that it be important to the study of law, crime or crime control. Since you will be doing considerable work on the topic, you would be wise to choose one that interests you from the start. By the end of the research, few topics will still be as interesting. If you start with something that you do not care about, the chances are good that you will be bored stiff by the end of the project.

You should be careful to choose a topic that is not too broad. Usually, your first idea for the paper will consist of two or three subparts, any one of which would make for a researchable topic. Limit your topic as best you can and then expect to limit it a bit further when you hand it in for my initial review.

Another factor that should influence your selection of a topic is the ease or difficulty in gaining the data/information on the topic. If you know where the data are, or if you know that data are available on the topic, you should proceed at once to track them down. If you are not sure whether there are data on the topic, please feel free to contact me before you hand in your proposal.

Locating Relevant Literature

The two best places to begin your search for material that has been written about your topic previously are Sociological Abstracts, and Criminology and Penology Abstracts. Both of these sets of volumes are located in the reference room of the library. By looking up key words related to your topic in the annual indexes for these volumes, you will find numbers which refer you back to the body of the book for brief summaries of relevant articles and books. Read the summaries to see if the articles deal with the precise issues you want to research. If they do, copy down the full reference for the article and then track down the journal in which it was published.

You are required to have four references by the February 11 deadline for submission of paper topics. The final paper should probably have a minimum of eight references.

Gathering Data

Depending on the issue you are researching, the data source will vary. If you are researching the origins of a particular law, the Congressional Records and the Congressional Hearings (in the Government Document section of the library) will be appropriate. If you are investigating the growth of police departments, the

Sourcebook on Criminal Justice Statistics may be helpful. I will do my best to direct you to the best data sources for whatever topic you choose. You may even want to consider generating your own data instead of using secondary data. I will also assist you in the process of data collection.

Analyzing and Interpreting Data

Statistics as well as other types of data do not tell us anything by themselves. We have to try to make sense of them by putting them in context, by explaining what they mean, how they were derived, and how they relate to the issues, hypotheses, or theories being studied. Quantitative data -numbers, statistics- may be most easily presented in tables while qualitative data may take considerably longer to present. Whatever topic you choose, whatever type of data you collect, the most important part of our paper is the analysis and interpretation section of the paper. It is here that you tell us what you found out about your topic and how the data relate to the issues your presented in the earlier section of the paper.

Writing the Paper

It is rare that anyone can write a good, clear, coherent paper on the first try. You will probably want to write a draft of the paper and rework it at least once prior to submitting a draft for my inspection. Sentences will need changing, paragraphs will need reorganizing, the emphasis or focus will have to be altered. You may want to work out a deal with another student in class to exchange drafts of your papers to get comments. You can read each other's paper critically yet kindly. You can point out each other's non-sentences, confusing sentences or paragraphs or poor punctuation. This will save me and you a lot of time later.

The draft you submit to me does not have to be typed. It does have to be legible. I will read it as if it was the final draft. I will make comments, criticisms, and suggestions and give it a grade. I will then return it to you. You are free to take or not take my suggestions. You may hand in the identical paper (typed) to get the same grade you got on the draft. Or you may make the suggested changes, answer the criticisms, discuss the comments and presumably -but not guaranteed- improve your grade. The final paper should not contain any non-sentences, poorly organized paragraphs or sections, mis-punctuation or the like. It should be sociologically and grammatically accurate. (The referencing system to be used for footnotes and bibliography will be supplied in a later handout.)

One way to help organize your paper is to make up an outline before sitting down to write. Organize your ideas in a logical way so that one flows out from what was just said and leads into what is to come.

The use of subheadings in the body of the text is frequently helpful when you are moving from section to another. Avoid asking rhetorical questions in your papers.

IF YOU HAVE ANY QUESTIONS CONCERNING YOUR PAPERS AT ANY STAGE OF THIS PROCESS, PLEASE COME AND ASK FOR HELP!

Previous Topics

Some of the research topics that students have done in the past are listed here. These may give you some ideas about what is expected.

a) a study of the origins of the federal surface mining laws using Congressional hearings. This data was integrated with the theories of law creation that we discussed in class.

b) an in-depth study of the Hell's Angels as their behaviors related to the various theories of criminal behavior.

c) a study of the role of the police and National Guard in putting down labor unrest.

d) a case study of the price-fixing scandal inthe cardboard box industry.

Possible Escape Hatches

Now that I have scared one-third of you to death and muddied the waters for another one-third, let me offer three possible topics. Each of these topics is part of a larger research project that I am doing on crime in Dayton and other metropolitan areas.

1. The Media's Role in Reporting Crime

It is commonly accepted by most people that newspapers do not offer a very accurate picture of crime. One topic would be to compare, for a two-week period, the amount ofcrime occuring in Dayton with the newspaper coverage given to crime in the Dayton Daily News and the Journal Herald.

A second possible topic dealing with this issue would focus on crime rates and newspaper coverage in different cities. The crime rates for most cities are in the UCR and our library has on microfiche the newspapers for many cities around the country. Possible reasons for different amounts of crime coverage could be explored (or reasons as to why coverage is about the same.)

2. Public's Perceptions and Fear of Crime

Previous research has shownthat the public has many misconceptions about crime in general and particularly about their chances of being victimized. We are examining the factors that affect the perceptions of crime of a sample of Dayton residents. In March, we will be doing telephone surveys of Dayton residents to examine their perceptions of crime in the city and in their neighborhoods, and the factors that affect these perceptions.

3. Variations in Crime Rates Across Cities
Crime rates vary from one city to another and from one year to the next. We have crime data on Ohio's seven major cities from 1950-1980 and demographic data on those cities for 1950, 1960, and 1970. What needs to be done is to add cities from outside Ohio to this list by getting their crime rates for this period from the UCR and their demographic profiles from the U.S. Census. Our library has much of this information although it is missing some years. The Dayton Public Library, however, (to which all students have access) has a complete set of this information. Once these data are collected, you could examine the relationship between various demographic factors, eg. age structure, social class and racial composition, density and overcrowding measures, poverty levels etc. and the crime rates over time.

Students interested in working on any one of these projects should contact me as soon as possible. While more than one student can work on any one project, this would require some coordination of the activities. For example, if a number of students wanted to work on the third project mentioned, we would try to work something out whereby soem people would be responsible for collecting the census data while others would collect the crime data. It would also require coordination because I wuld have to help the students get started and it would save time if I could get the whole group together at one time to show them where the materials are- among other things. Similarly, if a number of students wanted to do the telephone surveys, I would need to show them the questionnaire being used and explain how the interviews were to be conducted.

In any case, begin thinking NOW about what you might want to do, and PLEASE feel free to contact me should you have any questions about the projects/papers.

Contributed by: Ronald Fagan, Jr.
Pepperdine University
Used In:
SoSci 572 Criminology

BOOK COMMENTARIES

The primary purpose of the commentaries is for you to summarize, "interact with" and evaluate the book which has been assigned to you. I do not want you simply to retell the book in the commentary, but to interact with and evaluate it in relationship to other reading materials, lectures and your own experiences.

The first one or two pages should be devoted to a restatement of the main concepts of the book as you see them. This can take the form of an outline or simple listing (under the left marginal heading: Conceptual Framework) or any other format you wish to use. It should, ideally, be restricted to one page and not more than two. Whenever possible, define the concepts in your own words or at least attempt to paraphrase the author. In some instances, his own words will be more appropriate, especially if the concept or theory is complex, abstract, or quite technical. In short, this first section of the paper should answer the question: What concepts (basic to the book), theories, ideas, notions thoughts or hunches are discussed? If not explicitly mentioned, what sociological, psychological, political or other concepts might be appropriate to be discussed?

Next will follow the commentary itself. The limit to this section, the main text of the commentary, must be a maximum of five pages. Using essentially an essay format, these pages should involve largely original, reflective thinking. There are no specific guidelines as to approach or content--that is entirely up to you. You are merely asked to respond and interact with your reading in any way you feel is appropriate. You may wish to be analytical, speculative, comparative (comment on a theme or observation in relation to other reading you have done, experiences you have had, other courses you have taken, plays you have seen, current events, etc.), emotional, or possibly even personal. In all probability, a combination of these approaches will be used in any given commentary. Obviously, you will have to be concise. The commentaries should not be considered to be summaries of material read, nor should they be book reviews (although some book review thinking will be required). A particularly appropriate tactic would be to apply the criminal etiological theories discussed in the textbook.

Finally, the commentary should be well-written. The essay should be mechanically correct; that is, it should conform to the prevailing, acceptable standards of English grammar and composition. The papers should be double-spaced and stapled in the upper-left corner. Quotations from the book should be followed by a page reference. (p.25)

Contributed by: Ron Fagan, Jr.
Pepperdine University
Used In:
Sociology 523:Criminology THEORY ASSIGNMENT

THEORY ASSIGNMENT
Sociological Theories of Crime Causation

A. Instructions: You will be assigned one of the etiological perspectives covered in this course. You are to read about that school in the textbook, and identify, with respect it, each of the following:

1. Principal figures
2. Key terms and concepts
3. Selected propositions or beliefs
4. Practical implications
5. Methods used to study crime or deviance
6. An appropriate critique

B. Theories/Perspectives

For Assignment I *

1. Classical, neo-classical and cartographic
2. Positive
3. Constitutional
4. Psychiatric and Psychological

For Assigment II

1. Subcultural (Thrasher, Cohen, Matza, Sykes, Cloward, Ohlin and Miller)
2. Ecological
3. Conflict
4. Social Control/Containment
5. Labeling
6. Learning (Differential Association)
7. Anomie (Merton)

[Editors' note: Assignments I and II are combined here. Professor Fagan uses a separate assignment sheet for each.]

C. Be prepared to come to class and present your responses with respect to each point in (A) above for your particular etiological perspective. To facilitate student note-taking you should either make copies of your answers to pass out in class or be prepared to put the information on the blackboard. A chart will be produced detailing the information provided by each student.

D. Finally, be prepared to discuss or support why your "school" or etiological theory is the best explanation of crime.

Contributed By: Ron Fagan, Jr.
Pepperdine University

Used In:

Social Science 572: Criminology

CLASS ASSIGNMENTS

1. Criminal Law Case Briefs - Since I utilize Reid's Crime and Criminology, which includes large sections on criminal law and procedure, as the major textbook for the course and since many of my students plan to go to law school, I have used criminal law and procedure case briefs. Most recently, I have used Perkins and Boyce, Criminal Law Procedure: Cases and Materials for the case material and Smith, The Criminal Law Color Book for the substantive material. Students are given examples of case briefs, then briefs are done in class in groups, followed by individual briefs.

2. Mock Court Trials - At least once during the semester the entire class prepares and participates in a mock jury trial utilizing the basic format used in most law school moot court exercises. The only major difference is that students are provided with most of the major resource materials (since they are not formally trained in legal research).

3. Crime and Criminology Issues Debate - I have experienced a great deal of success with a debate format on key issues in crime and criminology. The issues that have been debated are many, including capital punishment, sentencing, plea bargaining, insanity defense, use of non-judicial arbitration, identification and confinement of career criminals, search and seizure rules, etc. The entire class is involved in the debate in that all students are assigned to a research team (even though they may not formally participate in the debate presentation) and consult with their team during the course of the debate.

Contributed by: Ronald Fagan, Jr.
Pepperdine University
Used In:
SoSc 572. Criminology

CRIMINAL JUSTICE AGENCY VISIT

1. Name and agency

2. Address of agency

3. Type of services offered by agency

4. When you visited the agency (date and hours of your visit)

5. Description of the agency, based on your visit
   a. Describe the facility
   b. Describe the personnel
   c. Describe their program

6. With whom did you talk? (i.e., how did you get your information for the report?)

7. Your evaluation of the agency and their program

Include in your report any literature or printed materials available at the agency. Be sure to indicate where and from whom you obtained the information for your description and evaluation of the agency you visited.

Contributed by: Louis R. Gaydosh
The William Paterson College of New Jersey

ESSAY QUESTIONS AND INSTRUCTOR KEY
Introduction to Criminology CJA 302, 1981

[Class based on Gresham M. Sykes, Criminology New York:Harcourt Brace Jovanovich, 1978.]

From Test #1 (February)
Compare and contrast the "consensus" and "conflict" perspectives on the criminal law. To help you in your discussion, please answer these two questions:
1) What does each perspective assume is the basis of society?
2) What does each perspective define as the role of criminal law in society?

KEY

1) What does each perspective assume is the basis of society?

Consensus Perspective:

The consensus perspective assumes that society is based upon a shared commitment to basic values between members of a society, a commonly accepted way of doing things. There is consistency among the elements making up a society, a continuity of social institutions and each part of society contributes to the maintenance of the whole.
Total Points - 5 Student Points _____

Conflict Perspective:

According to the conflict perspective, society is in a state of constant struggle, in which competing interest groups struggle

to impose their will on one another. Social order is a product of coercion in which some groups seek to impose constraints on the behaviors of other groups.
Total Points - 5 Student Points_______

2) What does each perspective define as the role of criminal law in society?

Consensus Perspective:

From the "consensus" point of view, the designation of certain acts as crimes and the assignment of penal sanctions to these acts represent unity of values. It is argued that there is a unified social social order which must be protected from harm. In this framework, the criminal law is the institutional mechanism through which this social order is to be protected.
Total Points - 5 Student Points_______

Conflict Perspective

Advocates of the "conflict" perspective maintain that the criminal law expresses the will of the dominant economic and/or political class. The nature or meaning of crime is determined by the economic and political elites so as to protect and/or advance their interests. In other words, crime is defined by elites as behavior which threatens their privileged position in the status quo.
Total Points - 5 Student Points_____

"Consensus" part of the essay: Clear__ __ __ __ __ Unclear
" Conflict" part of the essay: Clear__ __ __ __ __ Unclear

From Test #2 (March)

A. Sykes uses the term "opportunity structure of personal property" to refer to certain conditions in American society which contribute to the high incidence of property crime. Discuss two (2) of these conditions.

B. Changes that have taken place in the forms of ownership are an import element in the problem of crimes against property. What are these changes?

KEY

A. The "opportunity structure of personal property" consists of a number of conditions which contribute to the great volume of property crime in the United States. These conditions include:

1) the abundance of personal possessions;
2) the wide distribution of property in homes, stores, offices, factories, etc.;
3) the relatively casual attitude taken toward the security

and protection of property (which may result from a sense of trust toward others or from indifference toward the care of property brought about by the accessibility of insurance);

4) the relative ease with which stolen property may be disposed of (partly because of the organized nature of the business of receiving stolen goods and partly because of mass production, which makes tracing and identifying stolen property difficult).

Condition 1: Clear __ __ __ __ __ Unclear ____/5 points
Condition 2: Clear __ __ __ __ __ Unclear ____/5 points
Condition 3: Clear __ __ __ __ __ Unclear ____/5 points
Condition 4: Clear __ __ __ __ __ Unclear ____/5 points

B. Traditional property rights in American society have been based on two important concepts:

1) property ownership was vested in one identifiable individual;
2) individuals owned property because they earned it through their own effort.

Both of these concepts are changing. With regard to the first:

a) much property is now in the hands of impersonal agencies, both public and private (a fact which makes it much easier to rationalize the theft of "company" property or which does not arouse guilt feelings about stealing such property).

With regard to the second:

a) it is no longer clear that people have "earned" the right to claim ownership of property through their own work (many people have inherited property and/or have had property bestowed on them by government authority).

In a related vein, since much property takes the form of intangible entitlements from the government, it is virtually impossible to identify an "owner" in the traditional sense.

Concept 1:
Statement of "traditional" concept
Clear __ __ __ __ __ Unclear

Discussion of changes in concept
Clear __ __ __ __ __ Unclear

Student Points: _____/5 pts.

Concept 2:
Statement of "traditional" concept
Clear __ __ __ __ __ Unclear

Discussion of changes in concept
Clear __ __ __ __ __ Unclear

Student Points: ____/5 pts.

From Test #3

I . In his discussion of "crimes without victims," Sykes refers to three (3) arguments in favor of decriminalizing these "offenses". Summarize two (2) of these arguments.

II. Sykes also points out that there are certain "unresolved issues" in the debate over "victimless crimes." Summarize one (1) of these issues.

KEY

I . "Crimes without victims" should be decriminalized because:

1a) the criminal law should not concern itself with behaviors that are not harmful to others;
(alternate)
1b) if people (consenting adults) choose to harm themselves and the harm does not extend beyond the individual), that is their own affair and the state should not become involved;
(alternate)
1c) attempts to "legislate morality" represent an intrusion on individual liberties.

Is student's statement complete? Yes___ No___
Clarity of statement: Clear __ __ __ __ __ Unclear

2a) the enforcement of criminal laws against these minor offenses leads to the misallocation of police and other law enforcement resources;
(alternate)
2b) efforts to enforce laws regarding these trivial "crimes" are costly, in terms of both money and time (on the part of law enforcement agents.)

Is student's statement complete? Yes___ No___

3a) because there is a strong societal demand for the illegal goods and services involved in victimless crimes, the maintenance of thse offenses contributes to the development of organized crime (with its attendant problems of corruption of police and public officials and undermining of the legal system.)

Is student's statement complete? Yes___ No___
Clarity of statement: Clear __ __ __ __ __ __ Unclear

(alternate)

3b) It has also been argued that these laws permit the police to do indirectly what they are forbidden to do directly. For example, police may use "vagrancy" statutes as an excuse to harass groups or individuals whom the community considers undesireable.

Is student's statement complete? Yes___ NO___
Clarity of statement: Clear __ __ __ __ __ Unclear

II. Some of the unresolved issues in the debate over "victimless crimes" include:

1a) since virtually all criminal law represents moral judgments, it is inappropriate to criticize only these laws as embodying moral judgments;

(alternate)

1b) the use of the criminal law to protect citizen's personal safety or property represents a moral judgment no less than its use to protect them from the "evils" of gambling, prostitution, etc.

Is student's statement complete? Yes___ No___
Clarity of statement: Clear __ __ __ __ __ Unclear

2a) it is a matter of debate as to whether these offenses do or do not involve harm to others besides the willing "victim";

(alternate)

2b) if an act is committed voluntarily, this does not necessarily mean that it does not result in any harm to the individual involved.

Is student's statement complete? Yes___ No___
Clarity of statement: Clear __ __ __ __ __ __ Unclear

CONTRIBUTED BY: T. F. HARTNAGEL
UNIVERSITY OF ALBERTA

Used in:
Sociology 325:A2. (1981).
URBANIZATION, ETHNICITY AND CRIME

URBANIZATION, ETHNICITY AND CRIME

Below are the 1978 crime figures (per 100,000 population) for selected Alberta cities, along with the percentage change in population from 1971 to 1978 and the percent non-English mother tongue for these same cities. Describe these data and interpret their meaning (i.e., are changes in population and/or non-English mother tongue related to crime, and if so, how?). In addition, speculate concerning the meaning of these data for the hypothesis that urbanization is a cause of crime.

This assignment is meant to test your understanding of the assigned reading and lecture material. Therefore, other research should not be used to support or supplement your discussion of the question. The length of the assignment is meant to be approximately four typewritten, double-spaced pages (approximately 1000 words). If handwritten, please double space and write on only one side of the page. Make a copy of your paper and turn it in: Keep the original. Please staple your essay together or place it in a secure folder. Don't use paper clips! This assignment is due on Monday October 19th by 3:30 p.m. It is weighted approximately 15% of your course grade. Late assignments will be penalized.

Cities	Violence	Property	% Pop. Change	% Non-English Mother Tongue
Lac La Biche	3250	9800	9	29
Edmonton	1092	8185	9	22
Hinton	1060	7075	49	17
Peace River	1038	6942	4	18
Lethbridge	679	6440	23	17
Camrose	670	6610	21	17
Calgary	536	5397	25	16
Leduc	509	3821	161	14
Ft. Sask.	429	3210	77	12

CONTRIBUTED BY: T.F. HARTNAGEL
UNIVERSITY OF ALBERTA

Used in:
Sociology 325: A2 1981

CRIMINOLOGICAL THEORY: AN ASSIGNMENT

Goldstein, in Aggression and Crimes of Violence, presents a general model of aggression which involves both long term and situational pro and anti aggression factors. Two other social psychological theories which attempt to explain the acquisition and/or performance of criminal behavior are Sutherland's differential association theory and the control theories of

Hirshi and Eysenck-Trasler.

Attempt to integrate differential association and control theories into Goldstein's general model and evaluate the result.

This assignment is meant to test your understanding of the assigned readings and lecture material. Therefore, other research should not be used to support or supplement your discussion of the question. The length of the assignment is meant to be approximately four typewritten, double-spaced pages (approximately 1000 words). If handwritten, please double space and write on only one side of the page. Make a copy of your paper and turn it in; keep the original. Please staple your essay together or place it in a secure folder; don't use paper clips.

This assignment is due on Wednesday, Nov. 25 by 3:30 p.m. It is weighted approximately 15% of your course grade.

Contributed By: Columbus Hopper
University of Mississippi
Used In:
Sociology 431--Criminology

NEWSPAPER NOTEBOOK ASSIGNMENT

The study of criminology is an activity which has much relevance to daily life. Each student is expected to keep a notebook of newspaper articles which appear in local or national newspapers from September through November on criminal activity or cases. The library subscribes to numerous papers. At least one article a week should be included. The article itself does not have to be presented. I am interested in your analysis of the article. Present the title or heading of the article, the facts of the case, the newspaper page, the name of the paper, and the date. Then give a brief reaction from the point of view of a "professional criminologist." You might say, for example, "This incident shows the distinction between the 'heavy' criminal and the "opportunist robber" in the following ways...". You may earn as many as 50 extra points, depending on how well you do the project. This assignment will serve as a term paper. As you progress with your project, you will want to organize your notebook into sections, etc. It will be turned in to the instructor on Tuesday, December 2, 1980.

Contributed By: Phyllis Kitzerow
Westminster College

Used in:
Criminology, 1983

THE SENTENCING GAME

One of the courses I regularly teach is Criminology. The class usually draws about 30-35 students. It has no prerequisites and draws a variety of majors from business and religion as well as sociology. The format of the class is roughly Socratic. I work on the premise that in order to understand something and remember it, you must put it into your own words, be able to defend your point of view, and apply a concept to some more concrete phenomenon. I lecture occasionally and do a number of in-class small group or individual projects.

One of my favorite projects is the one on sentencing. Goldfarb and Singer in After Conviction (one of the three texts used) go into the concept of sentencing with their usual thoroughness but they say very little about the "whys." That is, they point out the inconsistencies in sentencing and suggest some improvements but spend little time on why these inconsistencies exist. Other texts seem to take the same approach. The reader is left with the feeling that we should just get busy, set up national guidelines, and establish sentencing consistency once and for all. The idea that no underlying consensus on sentencing may exist is seldom raised. As a corrective for this response, I like to use the following sentencing project.

The students are asked to determine the sentence to be given for each of the following convicted offenders. In additon to the information given, the students are free to ask questions about each case. I try, in my answers, not to go beyond the information available in a presentence report. I have used the seven cases listed below. There is certainly nothing sacred about these particular cases. They were chosen to include a variety of situations and crimes and to encourage the student to consider a number of factors in making sentencing decisions.

Case 1 - Robbery
Stealing with threat of force - knife as weapon.
Age: 23 Drug Addict - Prior record of contact with drug rehabilitation agency, dropped out of program. Charged with robbery 6 months ago - charges dropped. No contact with parents - no settled address. Unemployed.

Case 2 - Rape
Two previous convictions for rape.
Age: 24 Divorced, one child - little contact with child. Lives with mother. Employed as nightwatchman.

Case 3 - Manslaughter

Death was result of fight in a bar. The other man started the fight, the offender pulled out his (registered) gun and shot him.
Age: 27 No previous convictions. Married, two children.
Employed as a truck driver.

Case 4 - Premeditated Murder

Murder was result of long-standing antagonism between victim and offender. Offender waited outside victim's work place and shot him as he left work.
Age: 43 Unmarried, lives alone.
Employed as cook.

Case 5 - Arson

17 counts of arson
Age: 20 Lives at home with parents, high school dropout.
Unemployed.

Case 6 - Burglary

One previous conviction, also for burglary.
Age: 33 Lives with common-law wife.
Unemployed (laid off welder).

Case 7 - Child Molestation

Three counts.
Age: 42 Married, molested step-children (one of the three counts).
Employed as payroll supervisor at department store.

After the student has had a chance to decide on the sentence for each case, we, as a class, look at the sentences. Starting with the first case, I ask what sentence has been given and write the answer on the board. Usually after the first six or eight answers, we have covered all the categories used by the class. For example, in the first case, students said:

3 years probation
1-3 years in prison, eligible for parole after 1 year
1-5 years in prison
5 years, eligible for parole after 3 years
8-10 years
15-20 years

In addition to writing the different sentences on the board, I indicate how many people chose each sentence. While the students are indicating the sentence they have chosen, I ask some of them to explain how they have reached this decision. I try to emphasize discussion more than debate and to treat the sentences with equal seriousness. I do indicate what my sentencing has been after all the choices have been listed and give my reasoning. The floor is then open for general consideration of the factors that seemed most influential in this case. Often students will mention information that they would have liked or that would have changed their sentencing. This gives me a chance to talk about presentence reports, their weaknesses, and possible improvements.

After we have done this for each case, we look at the range of sentences given in each case. The example given is not atypical. There are usually startling differences in the sentences. We then talk about why these differences occur. I point out the similarity of the student's backgrounds. They are mostly white, middle-class Pennsylvanians from conservative and fairly religious backgrounds. I remind them that they have read a good deal of material on criminology and participated with each other in many discussions on criminal issues. If they cannot agree on sentencing, who can? Is it not likely that legislators will be unable to agree? Won't the public or various political constituencies be even less likely to agree? That brings us to the question that is really the crux of the whole topic. Who should decide and how? What is the fairest or most effective or least harmful way of making sentencing decisions? We talk about the difference between fairness and effectiveness (in terms of rehabilitation). We talk about the principle of 'least harm' as articulated by Gaylin in Doing Good. We talk about the difference between relying on the system and relying on the individuals in that system.

The students seem to be helped to think through these questions and the process of sentencing by having had a chance not only to make the sentencing decision but to compare it to peers' decisions. I continue to find this a useful exercise.

References

Gaylin, Willard, Ira Glasser, Steven Marcus, and David J. Rothman, Doing Good: The Limits of Benevolence. New York: Pantheon Books, 1978.

Goldfarb, Ronald and Linda Singer. After Conviction: A Definitive and Compelling Study of the American Correctional System. New York: Simon and Shuster, 1973.

Contributed By: Emily LaBeff
Midwestern State University
Used in:
Criminology, 1983

TOPIC: RAPE AND VIOLENCE

I have found this class participation exercise to be one of the most informative, interesting, and useful tools for studying myths and misconceptions about rape. It also points out the difficulty in establishing that rape has indeed occurred given the common misconceptions about a 'typical' rape. The students have reacted very positively to the exercise and it often generates considerable class discussion. Essentially, the project involves presenting a female and male version of an alleged rape and letting an informal 'jury' decide the case.

I begin by asking for 12 volunteers (with a fair mix of males and females) to serve as jurors and they are then seated in the front. I ask the students to recommend a male from the class who is articulate and not shy. He is to play the alleged rapist. I usually perform the role of the rape victim, but a sharp student should be able to do well. No lawyers are used, for simplicity's sake.

I have three sketches (see below) based on actual rape cases which the rape victim presents. After this the 'rapist' is asked to defend himself. He is allowed to 'restructure the perception of events' in any way he wants as long as he does not dispute the facts known to be true. Given the nature of the three cases and his impromptu explanation, various myths about rape become apparent (she has a questionable moral character, she asked for it, she deserved it, he was only doing what any male would do, etc.). The 'jury' is then asked to debate the case and decide who is telling the truth. In my experience, they usually decide in favor of the rapist. We then discuss the difficulties, both legal and social, in dealing with the crime of rape.

Sample Cases

1. Susan is with friends in a local student tavern. A guy, John, walks up and talks with them for awhile. Susan's friends decide to leave, but John invites Susan to go to the midnight movies. She accepts. He says he must stop by his appartment to get some money and invites her in. At this point, the stories diverge. She says he took her inside and forcefully raped her; he says she consented to sexual intercourse which did take place. She also had some bruises and scratches.

2. Sally is on her second date with Jimmy. According to Sally, he drives out on a country road, pulls a gun from under the seat, and forcefuly rapes her. He then pushes her out of the car. (His story is usually that she consented, they had a

fight, and she voluntarily got out of the car.) The gun does exist, and was found in the glove compartment but had not been fired and had no bullets in it. (In the actual case on which this is based, he was found not guilty even though it was his third trial for rape.)

3. An ex-boyfriend, Billy, comes to Sarah's home. He is jealous and violent because she has been seeing several other men. She tried to make him leave or to get out herself but he pulls a knife. She screamed, she said, but no neighbors reported hearing anything. She was bruised, scratched and intercourse did take place.

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CRIMINAL ACTIVITIES CHECKLIST
(Based on the Texas Penal Code)

Please indicate below those activities in which you have participated since you turned 13 years of age. Please check only if they have not (to your knowledge) come to the attention of the police.

____1. Failed to provide necessary food, care or shelter for an animal in your custody.

____2. Performed, offered, or consented to engage in sexual conduct in return for money.

____3. Persuaded, by false promise of marriage or other fraudulent means, an unmarried female to engage in sexual intercourse, under 25 years of age.

____4. Sold an item as a certain quantity (ounce, pint, etc.) without actually weighing it.

____5. Contrived, prepared, set up, proposed, operated, promoted, or participated in an endless letter and/or scheme.

____6. Entered or remained on property or in a building of another without effective consent when you knew entry was forbidden.

____7. Shoplifted major articles (over $200 value).

____8. Shoplifted minor articles (e.g., cigarettes, magazines, clothes, etc.)

____9. Wrote a check for an account which you knew was more than that in your account (even though you were going to deposit enough to cover it the next day).

____10. Appeared in a public place under the influence of alcohol or any other substance, to the degree that you endangered yourself or another.

____11. Intentionally or knowingly desecrated a public monument, a place of worship or burial, a state or national flag.

____12. Displayed harmful material and was reckless about whether a minor (under 17 years old) was present who would be offended or alarmed by the display.

____13. Knowingly or recklessly carried on or about your person a handgun, illegal knife, or club.

____14. Went on the premises of a school or polling place with a firearm.

____15. Bet for money or other thing of value at game played with cards, dice or balls.

____16. Had sexual intercourse with a female (other than his wife) who was younger than 17 years.

____17. Intentionally threatened bodily injury to another.

____18. Intentionally caused bodily injury to another.

____19. Entered a habitation, or a building (not then open to the public), with intent to commit a felony or theft.

____20. Broke into a coin-operated machine with intent to obtain property or services.

____21. Operated another's boat, airplane, or car without the consent of the owner.

____22. Fought with another in a public place.

____23. Destroyed a fence used for the containment of livestock.

____24. Intentionally avoided payment for service known to be provided only for compensation.

____25. Touching of anus, breast, or genitals of another person with intent to arouse or gratify special desire of any person.

____26. Make an offensive gesture or display in a public place.

(Key: Texas Penal Code references. 1. 42:11-1; 2. 43:02 1/2; 3. 43:02-1/2; 4. 32:42-1; 5. 32:48 1/2; 6. 0:05-1; 7. 31:03-20; 8.31:03 1/2; 9. 31:06-1; 10. 42:08-1/2; 11. 42:09-1; 12. 43:24-1; 13. 46:02-1; 14. 46:04-1; 15. 47:02-1/2; 16. 21:09-10; 17. 22:01-1; 18. 22:02-20; 19. 30:02-1/2; 20. 30:03-1; 21. 31:07-10; 22. 42:01-1/2; 23. 28:03-20; 24. 31:04-1; 25. 21:01-1; 26. 42:10-1/2.)

Contributed By: R.Mitchell

Used in:
Upper division crime, delinquency and deviance courses

UNDERSTANDING CRIME AND DEVIANCE THROUGH LITERATURE

Professor Mitchell writes:

"This exercise offers a comparison of theories of deviance and crime in an applied context. First, students identify key elements in the theories being studied; the dependent and independent variables, causal mechanisms, types of deviance and crime explained, social categories of persons influenced, principal omissions and/or weaknesses.

"This has been used successfully in all three classes as a paper project and a take-home examination at four western colleges and universities by approximately 130 upper division students."

This exercise lets you see how a sociological view of deviance and crime can be applied to actual circumstances and persons. It highlights the utility of the several theories used to explain this kind of behavior and provides a framework for dissecting all such theories into their constituent parts. The material for your analysis can be drawn from many sources: plays, films, autobiographies, and other literature. The works of John Steinbeck are particularly useful. [Editors' note: we have deleted one of two examples (options) here, due to space limits.]

Option 1 - The Grapes of Wrath, John Steinbeck (Bantam Books).

The book tells the story of a poor Oklahoma family's search for a new start in California during the Depression and the difficulties they encountered in their journey west and in search of work. It emphasizes macro-social phenomena and is critical of monopoly agribusiness and the coopting of law enforcement. Culture conflict, functionalist perspectives and others are well illustrated. The book is excellent reading with historical, literary and social-psychological insights. This book may make you very angry. It is supposed to. Read this if you really care about other people. It is as appropriate today as it was when it was first written. A powerful and important book.

Plot Outlines, Character Descriptions, List of Deviant Acts

The remainder of the assignment presumes you have selected one of the assigned options. Modify them as appropriate to accommodate other sources. You will need to make some notes as you go along or when you have finished reading.

1. Plot Outline. In 1-2 pages, outline the plot of the book(s) you have read. Describe the major events that take place. This outline should serve as a reminder to you later in the exercise concerning significant occurrences throughout the reading. The best outline is one which informs the person who has not read the book(s) what they might expect to encounter in terms of action. You, as a recent and attentive reader, are a good judge of this content.

2. Character Descriptions. In a paragraph describe each of the significant characters in the book(s). It is wise to include in these descriptions the important sociological roles these persons play--father, doctor, bartender, group leader, friend, lover, etc. This should also tell us something about the relationship of this character to others in the book(s), i.e. Tom's mother, Doc's girlfriend, Mac's boys. Again, write these brief descriptive paragraphs for a reader who is unfamiliar with the book(s).

3. List of Deviant Acts. Your text discusses deviance and crime. When you feel comfortable with the concepts, look through your novel(s) and find examples. You should develop a fairly extensive list of deviant or criminal situations--say ten. For each situation describe the persons and events in a sentence or two. Indicate where this event is described--book and page number.

Application

Obviously the number of potential combinations and permutations of the deviant and criminal acts you identified and theories discussed in your text is quite sizable so it will be necessary to narrow the scope of investigation. You can do this in several ways. First, do not choose as a criminal act to be explained any homicide or suicide. These offenses are extremely rare in actual occurrence, comprising less than one-half of 1% of crimes known to the police. Second, limit your discussion to crimes committed by major characters in the book(s) you read. Skip the peripheral characters about whom we know little. Third, as an arbitrary limit on your thoughts, try to limit your answers to no more than three double-spaced typewritten pages. Within these limits proceed as follows.

Follow each of these steps in your discussion:

1. Pick a theory. This may be one discussed in class, covered in your text, or in other readings you may have done on your own. Theories of Deviance edited by Stuart H. Traub and Craig B. Little (Itasca, Il: F.E. Peacock, 1980) is recommended. The theory may explain crime and deviance socially, psychologically, or biologically. As you will be expected to use and explain this theory, be sure to select the one(s) about which you have the clearest understanding.

2. Discuss the theory. In doing this you should be sure to indicate these four things: (1) what are the independent variables which presumably determine criminal behavior--early childhood trauma, monthly hormonal imbalance, inadequate socialization for competition in a middle-class world, somatotypes...? (2) What kinds of persons are most likely to manifest these characteristics--menstruating females; urban minority poor young people; children of parents with histories of criminal behavior; tall, delicate people...? (3) what is the mechanism by which the deviance producing variable(s) act to produce deviant or criminal behavior in the persons you noted? For example, it is argued that the imperfect integration of culturally prescribed goals and institutionalized means of achieving them leads to a feeling of anomie, of normlessness among the poor, lower class individuals whose socialization is inadequate to ensure their successful upward mobility. This normlessness, in turn, is resolved by one of several means of adaptation where goals and means are variously accepted, rejected, or substituted. The expression of innovation, retreatism, and rebellion sometimes is defined as deviance. (4) What is the dependent variable explained by this theory? That is, what type(s) of deviance does this theory account for? Crimes of passion and spontaneous violence, premeditated property crimes, narcotics abuse...? Note whether the predominant deviant acts explained are predatory or non-predatory, against persons, property both or neither; are willful or negligent.

3. What is wrong with this theory? Consider the circumstances and events overlooked or excluded from the foregoing theory. What other theory could account for the crime not adequately dealt with by the first theory? Briefly outline how this alternate theory explains the criminal behavior of people and indicate how this is appropriate for the persons and/or events omitted by the first theory. For example, you may have noted Robert Merton's conceptualization of crime causation rests on the assumption that everyone at least initially desires material gain/wealth. Crime, according to Merton, is primarily a result of the use of non-institutionalized means to achieve culturally-prescribed goals. This theory does not adequately explain the behavior of young persons who purposely damage property, fight amongst themselves, and assault strangers without apparent material gain. Albert Cohen, on the other hand, explains this negativistic, nonutilitarian, hedonistic behavior as a reaction formation, an inversion of middle-class values which inevitably lead to feelings of failure and inadequacy and rejection for the lower class male. Alternatively, Cloward and Ohlin might explain such behavior as emanating from a conflict gang in a neighborhood where no organized crime is found to channel young people's activities into a criminal subculture in preparation for a career in crime. You may wish to note more than one theory which corrects or qualifies the inadequacies of the first.

4. Illustrate the theory, using examples from events and persons in Grapes of Wrath, or Cannery Row, and Sweet Thursday. Steinbeck provides a wealth of description which offers insight into characters and situations related to the numerous criminal and deviant acts occuring throughout the book(s). Your illustration should as well incorporate direct quotes from the book(s) as support for your interpretation of events and individuals. In the absence of direct quotes, it may on occasion be necessary to infer certain circumstances or personal characteristics which are not explicitly spelled out in the dialogue and descriptions. This inference is acceptable to the extent that it is accompanied by a plausible explanation. Quotations should be exactly as they appeared in the text, enclosed in quotation marks, and accompanied by the page number and initials of the book which they are from: Grapes of Wrath (GW), Cannery Row (CR), Sweet Thursday (ST)

Suggestions. Familiarity with the book may be improved by getting together with other students and talking about the plot and characters. This process may also clarify the theories you are applying. Be sure to answer each of the questions in each of the sections outlined above. You may wish to use other sources in elaborating your discussion of the theories. This is fine as long as you cite these sources. The use of carefully selected and documented quotations will be generously rewarded, while unskilled plagiarism is one of academia's unforgivable sins.

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Used in:
Criminology

NEWSPAPER RESEARCH ASSIGNMENT: HOW MUCH CRIME IS THERE?

Professor Mitchell describes the value of this assignment as follows:

"I have invited newspaper editors to hear and critique tudent presentations of their research findings. This provides a healthy exchange of views. Last year two of the three editors invited to such a presentation subsequently ran thoughtful editorials regarding newspapers' reporting and perceptions of crime. One senior, who headed a particularly impressive student research team, and coordinated their presentation, was hired on the spot by a large urban daily. This is a major undertaking for students from which they derive considerable satisfaction.

"This exercise has been used successfully by approximately 80 students in lower division social problems classes at a northwest public university and by approximately 110 students in upper division criminology classes at three west coast colleges and universities."

CRIMINOLOGY EXERCISE: HOW MUCH CRIME IS THERE?

Public Knowledge vs. Official Knowledge

This is a mini-research problem. You may wish to work with one or more class members in collecting and compiling the required data. What we are interested in finding out is how much similarity exists between newspaper reporting of crime and actual criminal activity going on in the community as reflected by crimes known to the police. What kinds of crime, if any, are `over' and `under' reported by the media? To do this research you will look at newspapers and se how they deal with crime. What kinds of crimes are reported and how much emphasis do various kinds of crimes receive? It is important that a standardized set of procedures be followed by everyone so that the results will be comparable and accurate.

1. Which Papers to Read

Fairly large papers published daily in your area are the best. These are readily available on microfilm at your school or public library. The <u>Ayers Directory of Publications</u> may be useful to you in locating suitable papers.

Once a paper is selected a sampling procedure needs to be developed. One such procedure is outlined below. This was utilized in studying a major metropolitan daily. Select papers from a study year at least 18 months prior to the date you begin this assignment, as publication of police data is usually delayed for this length of time.

In developing your sample, try to ensure that each day of the week and each month of the year are equally represented. Be alert to bias that may be introduced by over-representation of holidays, pay days, and other periods of high crime potential.

EXAMPLE OF SAMPING SCHEME

1980	M	Tu	W	Th	F	Sa	Su
January	27	14	22	23	10	18	26
February	3	25	5	6	28	8	16
March	9	31	4	26	13	14	1
April	13	7	29	23	3	11	12
May	4	5	6	14	1	2	24
June	8	9	24	4	5	20	28
July	27	28	22	30	17	18	12
August	31	4	26	13	14	15	16
September	14	1	16	17	18	26	20
October	12	27	21	22	30	31	4
November	30	3	18	26	13	14	29
December	14	22	2	17	25	12	20

2. Classifying Crime

You need to know when a particular article is discussing crime and what kind of crime is being mentioned. To do this you can use the FBI Uniform Crime Reports definitions found in the first section of any of the annual Uniform Crime Reports. There are seven Part I and twenty-two Part II crimes defined by the FBI. Familiarize ourself with these definitions. These are the acts you will call "crime." If an article discusses one or more of these "index" crimes, you can say it is about "crime" for the purposes of this project. By reading the headline and the first paragraph, you can determine if an article is about crime. NOTE: This includes articles investigating crimes, criminal trials and appeals. Do not depend upon just the headline, but read at least the first paragraph to find out if the article discusses a crime topic. Once you have located an article on crime, you need to classify it according to the type of crime discussed.

3. Coding

To make sure that all information is properly recorded, design a coding form to keep trackof the crimes discussed in each article.

The things you will need to code for each crime article are: (a) name of newspaper, (b) date of paper, (c) the number of square inches of space devoted to the article, and (d) classification of the crime(s) discussed.

To determine (c), you will need a ruler. Include headings, photos and captions, if any, as part of the article. Measure across the top of the column and down the side. Estimate to the nearest inch to make your calculations easier. Now multiply the two figures together. The result is the number of square inches for that article. Sometimes articles are continued in another column or on another page. Measure each of these columns in the same way and add all your results together to get the total square inches for the article. You may also need to divide some articles into imaginary retangles like `A' and `B' in Figure 1. (see the end of the assignment). Treat these as separate parts of the same article and sum them for the article total.

To determine (d), use the FBI Uniform Crime Reports categories of crime to classify the article according to the crime it is primarily about. A brief description of these categories may be found in The Uniform Crime Reports of the United States, prepared by the Department of Justice and available in most school libraries. Some articles will discuss more than one crime. Read through and decide which is the central concern of the reporter. If uncertain, select the crime which is given the most space within the article. If you believe that two or more crimes are given about equal space in the same article, pick out the one which is the more serious--predatory, personal, and purposeful crimes over non-predatory, property, and negligent crimes; Part I crimes are more serious than Part II crimes, and so on. When you have finished coding all the articles which discuss crime, you are ready to compare your data with the police statistics for that same jurisdiction and period of time.

4. Comparison

a. First, make a list of the seven (or eight) Part I and twenty-two (or twenty-one) Part II crimes, depending on the classification of arson in the year you are studying.

b. Second, next to this list write the percentage of the total crimes reported to police for the year each category represents in the jurisdiction you are studying. (Crimes in this category/Total crime x 100 = % in this category; See Figure 2 at the end of the assigment). Now, make a second list, putting these types of crimes in order of occurrence with the most frequent first (see Figure 3 at the end of the assignment).

c. Third, make another list of FBI index crimes across the top of one or two pages. Give yourself plenty of room (see Figure 4 at the end of the assignment).

d. Go through the coding forms you have collected. Note which crime classification appears on the coding form. Find this classification at the top of the page on your index crimes list. Note the number of square inches of space devoted to that article and write that figure on your index crime list in the column beneath the appropriate crime classification.

e. When you finish entering the space measurements for all coding forms, add the figures in each column. This will give an estimate of the total space devoted to a particular type of crime in the newspaper you studied.

f. Convert these square inch totals to percentage figures by adding all the totals of all the columns together to get a grand total of space devoted to crime during the year. Now divide each column total by this figure to find the percentage of the total space devoted to crime that each classification represents.

g. Make another list of the FBI index crimes down the lefthand side of a page like the one you made in step (a) above. Beside this list enter the percentage for each crime category represented by the various newspaper articles.

h. Finally, make a list of the index crimes in order of the space devoted to them, with the category receiving the most space at the top.

5. What Gets Turned In

At this point you should have constructed two lists:

a. Crimes known to police--converted to "percentage total arrests for the year" by type of crime and ranked from largest to smallest percentage.

b. Media coverage of crime--classified by type of crime and the total number of square inches of space devoted to each crime type. These total square inch figures are then converted to percentage of total square inches of all crime coverage and ranked from largest to smallest percentage. The coding forms on which you have recorded the information for each article on crime and the two comparison lists should be turned in with your final report. Please put all completed forms and lists in a manila envelop marked with the names of all contributing students and hand them in on the date due. They will be checked for completeness and accuracy. On the comparison lists be sure to label each chart, including the names of contributing students, percentages, square inches, and footnotes explaining any excluded or missing data. You need not turn in a separate set of lists for each student. Just put all participants' names on each list.

6. Final Write-Up

Your write-up for this exercise should take the form of a letter to the editor of the newspaper you studied.

All letters are to be typed, single or one-and-a-half spaced, and accompanied by a correctly addressed, stamped business-size (4" x 9 1/2") envelope. All letters are to be signed with the full names of the student(s) preparing them. Normally none should exceed 2,500 words or five pages in length. Note: this is not a minimum requirement but a maximum length suggestion. This may be augmented by tables or appendices as you choose.

Suggested topics to be included in the letter are outlined below. Follow the general directions at the end of the Television Violence research project for personal responsibility format and what to turn in.

First, look at your two lists. Consider the crimes "known to police," "arrest" list. Are there 2, 3 or 4 categories of crime that constitute a large proportion of total crimes? For example, in Los Angeles in 1977, three types of crimes: drunkeness, traffic and motor violations and driving while intoxicated accounted for more than 60% of all arrests. Adding a fourth category--narcotic drug violations--brought the total to almost 75%. So four crimes made up about three-quarters of the arrest activity, while the remaining 25 crimes accounted for only one quarter of all arrests. What kinds of crime ar most often reported to police? Are they personal or property offenses, predatory or nonpredatory, more serious or less serious, intentional acts or criminal negligence? Are these kinds of offenses about which there might exist some disagreement as to whether or not they are "criminal" or would we expect widespread consensus concerning them? Have these acts always been considered crimes?

Now look at the "media coverage of crime" list. Again, are there 2,3, or 4 types of crime that constitute a sizable proportion of the crime reporting in the media? Which crimes are those and what proportionof the total coverage does this account for? How do they compare with the most frequent "arrest" categories?

Do the news media emphasize crimes that are reflected in police data, or are there significant differences? What are the principal differences, if any, between these two pictures of crime? Why might media choose to emphasize different types of crime than actually predominate? Why might they ignore or de-emphasize other kinds of crime even though these de-emphasized crimes account for a substantial portion of police arrest activity? Are they predatory or nonpredatory, personal or property offenses, intentional or negligent, and so on? Recall the newspaper articles that you read. Who ar the victims of crime, if any, according to media reports? Rich or poor, famous people or ordinary citizenry, young or old, male or female? What social class would you say most of these victims are? How accurate is this picture when compared with the discussion of crime victims in your text? How much discussion of victims is there?

Next, decide how well the "known to police" and "media coverage" lists compare with each other. Does the news media emphasize the same sorts of crime that are reflected in police report data, or are they significantly different? KWhat are the principal differences, if any, between these two pictures of crime? Why might media choose to emphasize different types of crime than actually predominate? Why might they ignore or de-emphasize other crimes, even though these de-emphasized crimes account for a substantial proportion of the police crime reports?

Be sure to answer each of these questions in your write-up:

a. What might the impact on public opinion concerning the nature and extent of crime be if there is a serious and consistent difference between news coverage of crime and actual arrests?

b. As public opinion often influences legislation and budgetary appropriations, how might the media bring about a change in these priorities?

c. What kind of personal feelings would you expect people to have if they accepted uncritically the media coverage of crime?

d. How might the image of crime presented by the media offer some potential for the under-reporting of the types of crime that people experience?

e. How might people view their own victimization?

f. What steps might an individual take to protect himself/herself from crime and how might these lead to an increase in violence?

g. What problems arise when legislation, funding, and support for law enforcement are not directed toward the actual problems faced by police and other social control agents in performing their daily tasks?

[SEE FIGURES 1-4 ON THE NEXT TWO PAGES]

Contributed By: John E. Myers
Thiel Colllege

Used in:
Criminology. Spring 1981

NEUTRALIZATION AND DRIFT IN A COLLEGE POPULATION

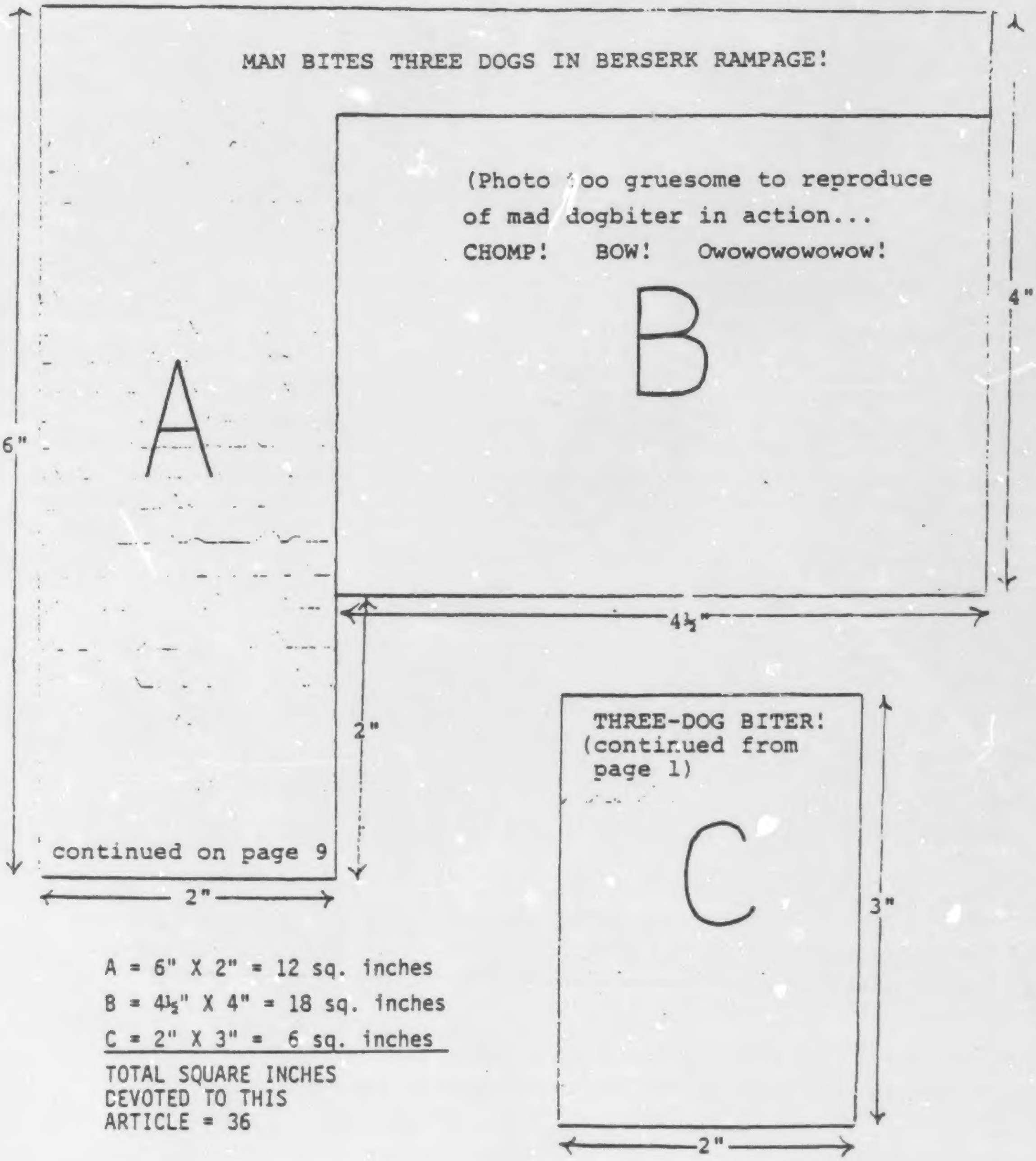
Due date: May 6, in class

According to our old friend David Matza, most delinquent behavior (defined as the criminal deviance of minors) is not restricted to lower-class youth, nor does it represent a complete negation of all the dominant norms of society, nor does it inevitably lead to a life of criminality. Instead, Matza sees delinquency as a logical and a predictable part of adolescence, which in our society is a period of great uncertainty in terms of social obligations, freedoms, and alternative life-styles. Matza suggests that

> ... delinquency occurs because adolescents are in a state of suspension between childhood and adulthood, spend most of their time with their peers, and are anxious both about their (social identities) and their acceptance by the peer group. They conform to the norms of the group because not to do so would threaten their status. Each individual thinks that the others support the activity, and so he himself supports it. (Hood and Sparks, 1970: 85)

A central feature of youthful deviance is a pattern of "drifting" back and forth between conventional norms and activities and delinquent or deviant norms and activities. "Drift makes delinquency possible or permissable by temporarily removing the restraints that ordinarily control members of the society" (Matza, 1964: 27-30). Always associated with "delinquent drifts" are what Matza and Gresham Sykes call the "techniques of neutralization." These are simply the justifications an individual or group may cite to explain their conduct and to "neutralize" the conventional norms. Sykes and Matza (1957) identify five kinds of justifications:

FIGURE 1


MAN BITES THREE DOGS IN BERSERK RAMPAGE!
(Photo too gruesome to reproduce of mad dogbiter in action... CHOMP! BOW! Owowowowowow!
B
A
6"
4"
4½"
2"
continued on page 9
2"
THREE-DOG BITER! (continued from page 1)
C
3"
2"

A = 6" X 2" = 12 sq. inches
B = 4½" X 4" = 18 sq. inches
C = 2" X 3" = 6 sq. inches
TOTAL SQUARE INCHES CEVOTED TO THIS ARTICLE = 36

FIGURE 2

Index Crimes	Number of crimes in jurisdiction for comparison period	Percentage of crimes reported to the police (crimes/population) represented by this category	
MURDER	100	100/20,000 X 100% =	.5%
RAPE	500	500/20,000 X 100% =	2.5%
ROBBERY	1,000	1,500/20,000 X 100% =	7.5%
AGGRAVATED ASSAULT	1,000	1,750/20,000 X 100% =	8.8%
...etc.			
Total	20,000		100.0%

FIGURE 3

	Percentage of crimes reported to police (in order of frequency)
LARCENY	19.4%
DRUNKEDNESS	17.2%
NARCOTIC DRUG LAWS	10.3%
EMBEZZLEMENT	9.3%
AGGRAVATED ASSAULT	8.8%
...etc.	
Total	100.0%

FIGURE 4

Square inches of space devoted to crime coverage. Enter the total for each article in the appropriate column.

	MURDER	RAPE	ROBBERY	AGGRAVATED ASSAULT	Etc.	GRAND TOTAL
Total Square Inches						

1. denial of responsibility: personal problems, other people, etc. are the causes of the conduct in question;

2. denial of injury: no harm was done, the conduct was simply youthful pranks, mischief, etc.;

3. denial of the victim: the victim "asked for it" or the conduct represented the "righting" of a "wrong" or carrying out of justice;

4. condemning the condemners: shifts attention from the delinquent individual or group to corruption or hypocracy among officials;
5. appealing to higher loyalties: "never squeal on a friend" or "some things are more important than conforming to the law," etc.

Many writers have noted that for many Americans, the period of undergraduate college education is an extension of adolescence because obligations and responsibilities for work, family, community and other social institutions are still highly ambiguous, and because students still spend most of their time in the peer group which results in continued status and acceptance pressures. This assignment examines the "delinquency and drift" hypothesis as it applies to college students.

You are to conduct several (three or more) in-depth, unstructured interviews with other students (MUST NOT be members of our classes in Criminology) in an attempt to uncover attitudes toward, and justifications for delinquent behavior. You may think of the finished product of this exercise as a series of case studies which seek to apply the basic model to real people. Follow these guidelines as you carry out this assignment:

1. You should focus on activities that are clearly regarded as illegal: underage drinking, drug use/dealing, violence, vandalism, theft, cheating ...when/why/how often?

2. You should attempt to discover the importance of group membership in terms of drifting into and out of these activities. How important is group support to your respondents? Do they ever engage in these activities alone?

3. You should attempt to discover the "techniques of neutralization" used by your respondents to defend and justify their conduct.

4. Finally, you should attempt to uncover the important

conventional norms which are still upheld by your respondents. Remember, it is commonplace to "neutralize" some conventional norms while upholding others (e.g. drinking and studying).

You should plan your interviews carefully. You may wish to review the techniques of unstructured interviewing from a basic sociology textbook. You should make up a list of "starter" questions in advance and should be prepared to take notes during the actual interviews. Be certain to assure your respondents of total confidentiality and to maintain that pledge! Your final report should follow the format outlined in the course syllabus regarding typing. It should begin with an introductory section describing the topic, and then a separate section on each of your interviews. A "summary and evaluation" section should be included at the end.
[Editors' note: General references have been deleted due to space limits.]

Contributed By: John E. Meyers
Thiel College

Used in:
Criminology, 1981

IN-CLASS EXERCISE: COPING WITH CRIME

> What to do? Crime pervades the society. It grows It disrupts. It instills fear and drains resources. In recent years money and manpower have been generated to try and curb the rise in crime, but neither seems to have brought relief.... It is not clear what set of reforms would best set the society on a course toward less crime, but the failures of the current system must be recognized.
>
> - Wickman and Whitten, Criminology, p.569

Your assignment is to answer the 'what to do?' question, or at least provide the beginning of an answer. Your group is to develop at least eight (8) possible public policies in response to one particular type of crime common in American society. Your proposed policies may be oriented to any of the following: (1) individual deterrence or punishment; (2) changing the norms and values of particular groups in American society; (3) changing community patterns and structures; (4) changing laws; (5) changing law enforcement or judicial (court) procedures; (6) making basic changes in American society regarding economic, political and social inequalities. After listing at least eight possible public policy strategies, you are to select the one you feel is 'best' and elaborate: how would it work? who would support it? who would oppose it? what other changes might it require? etc.

Be prepared to discuss your recommendations with the rest of the class.

Contributed By: John E. Meyers
Thiel College

Used in:
Criminology, 1981.

WORKING WITH UNIFORM CRIME REPORTS

Although criminologists are well aware of the many validity and reliabililty problems associated with official crime data, they still use these data as important social indicators. This assignment requires you to record, process, and analyze changes in reported crimes for one US city at three points in time, drawing on the official data that are available to criminologists (and to the general public). 'Your' city and the dates you should use in data collection are listed on page three. Your data will come from the Uniform Crime Reports, which are published annually by the Federal Bureau of Investigation. The UCRs for the years in your time frame are on closed reserve in the library.

Part I

1. Enter the years of your time frame on the appropriate lines of the enclosed data sheet. Then transport yourself to the main desk of the library.

2. Obtain the UCR for any one year in your time frame (it need not be the first year). Record the number of offenses in each of the seven Index Crime categories for your city (be sure you are using city data, not county or SMSA data), in column a-d and f-h.

3. Add up the number of murders, rapes, robberies and assaults and enter this subtotal under column e. Then add up the number of burglaries, larcenies and vehicle thefts and enter this subtotal under column i. Now add total violent crimes (column e) and total property crimes (column i) together. This gives you the total Index Crimes for the year. Enter this figure under column j.

4. Repeat steps 2 and 3 for a second year in your time frame.

5. Repeat steps 2 and 3 for the remaining year in your time frame.

6. Using library resources find the population size of your city for each of the years in your time frame and record these in the spaces under column k. Also make a note of the source of your information (World Almanac, U.S. Census Report, etc.)

7. Compute the violent crime rate for each year in your time frame by dividing the total violent crimes (column e) by the city's population (column k) and multiplying your answer by 100,000. Enter these rates in the appropriate space under column 1.

8. Compute the property crime rate for each year in your time frame by dividing the total property crimes (column i) by the city's population (column k) and multiplying your answer by 100,000. Enter these rates in the appropriate spaces under column m.

Part II

Write a report which describes your findings. Be sure to answer each of the following questions. Also be sure your report follows the rules contained in the course syllabus regarding typing and other matters.

1. What changes occurred in your city during the twenty year period of your study regarding the number of reported cases of

    a. each of the seven individual Index Crimes (cols a-d & f-h)
    b. the total violent crimes (col. e)
    c. the total property crimes (col.i)
    d. the total Index Crimes (col. j)

2. What changes occurred in your city during the twenty year period of your study regarding the rate of reported cases of
    a. all violent crimes (col. 1)
    b. all property crimes (col. m)
    c. all Index Crimes (col.n)

3. Pick any three of the most dramatic changes you have described in questions 1 and 2 and explain them in light of your knowledge of criminal behavior and criminal statistics. (You may wish to explain these changes by speculating that more or fewer crimes are being committed, more or fewer crimes are being reported, changes have been made in law enforcement

procedures (such as?) etc.)

Turn in both your report and your data sheet on or before the due date listed on page one. Please ask questions if you are not absolutely certain about what you are being asked to do.

EXAMPLE: CITY AND TIME FRAME ASSIGNMENTS

STUDENT	CITY	FRAME	STUDENT	CITY	FRAME
Alhan	Baltimore	A	O'Donnell	Detroit	B
Birch	Philadelphia	B	Peters	Harrisburg	C
Cameron	Sharon	C	Rohrbaugh	Johnstown	A
Carlson	Atlanta	A	K. Sherer	Mt. Lebanon	B
Christman	Akron	B	L. Sherer	Los Angeles	C
Daytner	New Castle	C	Sharp	Minneapolis	A
Erdesky	Boston	A	Smedley	New York	B
Fink	Buffalo	B	Speer	Pheonix	C
Gerzina	Canton	A	Thompson	St.Louis	B
Hudson	Erie	B	Waite	Washington	C
Krauss	Chicago	C	West	Salt Lake City	A
Koschick	Cincinnati	A	Woodring	SanFrancisco	B
McCray	Newark	B	Meyers	Warren	C
McDowell	Cleveland	C	Nathal	ShakerHeights	A

TIME FRAMES

	FRAME A	FRAME B	FRAME C
YEAR 1	1956	1957	1958
YEAR 2	1966	1967	1968
YEAR 3	1976	1977	1978

Contributed By: John E. Myers
Thiel College

Criminology Field Assignment
March 31, 1980

CRIME AND VIOLENCE ON PRIME-TIME TV

This assignment involves the empirical investigation of a much talked about phenomenon in modern society: crime and violence on television. Your investigations will take place as part of a four-person team. Your team will select ONE evening between today (3/31) and next Wednesday (4/9) to collect your data. The evening you select must meet the following requirements:

-each member of the team must be free to 'monitor' (sounds much more scientific than 'watch') TV from 8:00 to 11:00.

-each member of your team must have access to a television set that receives a station of a national network.

One national network (ABC, CBS, NBC, PBS) should be allocated to each team member, who will watch (monitor) ONLY THAT NETWORK for the entire data collection period. Make certain that only network-affiliated stations are monitored and not independents like Channel 43 in Cleveland or Channel 53 in Pittsburgh. You need not get together as a team during the data collection evening; in fact, you could even collect your data during Easter weekend while you are in different cities--just make certain you all agree on the date and the networks.

METHODS

Each person will carefully observe one network's programming for the three-hour period described above. You should record any criminal and/or violent behavior that falls in any of the following categories:

1. all acts of crime or violence that occur in the programming (e.g., Baretta kicks a suspect in the teeth)

2. all references to acts of violence or crime that are not actually portrayed (e.g., Kojak tells his boss, 'this guy shot his brother.')

3. all threats of violent or criminal acts (e.g., Richard II says, 'we shall rise up and smite our foe.')

Record your data an the attached data collection sheet (use more paper if you need more space). For each entry include the time of the occurrence, the program, the type of violent or criminal act, and any comments or observations that help you remember what happened. After you have collected your data you should summarize them by filling out the attached 'summary statistics' table.

Your team should then get together to compare and combine results and prepare a short report. First, you should compile a 'summary statistics' table for your entire group. Next, you should discuss each of the following questions based on your data:

-Is any one network more violent than the others?

-Is any one network less violent than the others?

-Is any one time period more or less violent than the others?

-Is any specific form of violence (acts, references, or threats) especially characteristic of a particular network or time-period?

Your report (typed if possible, if not, then written neatly, skipping spaces, on one side of each page only) should begin with an introduction to the project and should conclude with a summary of findings, a statement of limitations and/or problems with your data, and suggestions for future studies. What do your findings say about the issue of crime and violence on television?

Note: You should attach all four of your team's "data collection sheets" and "summary statistics tables" as appendices to your final write-up.

Contributed By: STEVE MCGUIRE

Used in:
Criminology Classes

PROJECT ASSIGNMENT

One third of your class grade has been reserved for reaction papers, short assignments, and a personal class project, that being the current assignment. The project's importance is about equal to that of one of the book reaction papers. In other words, it will count for a little less than one-ninth of your final grade. Consider the project as an opportunity to learn and/or do work on your own in an area of interest to you. The project work can overlap with job work if you have employment in the criminal justice system, or with S.H.A.R.E. It should not, however, duplicate any other current or previous course work, internships, practicums, or studies courses.

The assignment follows three steps. (1) A one page sheet describing your planned project, how you will conduct it, etc. is due on Monday, February 23. (2) At some point, you will begin the actual work or research. (3) A write-up is due Monday, April 6, class time. It should be 4-8 pages, typed (keep a carbon copy). The write-up should include an account of what you have done and a section on what you have discovered. Grading criteria include quality, punctuality, amount of work, and grammar, etc. Also: if you conduct interviews attach a sheet giving the names and dates, and if you do a survey, enclose the raw data (questionnaire sheets).

TOPICS

1. Visit your local newspaper and ask about its coverage of crime and related matters.

2. Arrange to ride in a police patrol car, recording your reactions and those of the police. Or, walk with a patrolman on his (or her) shift.

3. Analyze some of the current television crime shows, in order to find out about images of crime, offenders, mental cases, victims, etc. Alternatives: comic strips, comic books, or a newspaper analysis of a certain type of crime such as white collar crime..

4. Spend a little time and interview some winos/hoboes/bums regarding things like victimless crime, interactions in the criminal justice system.

5. Do an interview regarding victimless crime, sexual offenses, etc. with a representative of one of the gay student's organizations at a college such as Penn State, or an adult organization in a large city.

6. Interview personnel within the criminal justice system (correctional staff, police, highway patrol, district attorney, public defender, judge, etc. regarding some area of concern raised in class or in the readings (many are possible). Or, interview inmates.

7. Obtain criminal justice data or conduct a survey or do interviews on topics such as the male-female double standard, social class and crime, unemployment and crime, etc.

8. Interview the local Better Business Bureau. Who complains? How are they handled?

9. Visit a pornographic bookstore to find out about attitudes or rationalizations regarding rape, sexual crime, connections to pornography, censorship, harassment, etc.

10. Do a stint at a local agency to learn about child abuse, wife-beating, or rape.

11. Go to an Alcoholics Anonymous meeting. How does it operate? How well does it seem to work?

12. Interview or survey local merchants about hiring ex-offenders (or victimless crime offenders). Or find out the same thing by answering want-ads. Or find out about shoplifting or employee theft. Or find out about theft, arson, local kids hanging out, etc.

13. Interview the Burns guards regarding class concerns or maintaining order.

14. Interviews or surveys of local residents or of students at the college: here are a number of topics on which you could conduct interviews or surveys. You could do a number of surveys, e.g. 30, or a few real in-depth interviews, e.g. five. But your work should be more than a couple of five minute conversations with some people you know. Topics could include: alcoholism in parents of students; effects of broken homes or divorce; attitudes toward some offense, such as breaking and entering, vandalism; attitudes on some aspect of campus security; a study of victimization; a study of personality or background differences regarding some attitude or some offense, etc.; images of crime, arsonists, etc.

Contributed By: Rich Perkins

Used in:
Soc. 342: Deviance, Crime and Social Control

"WHO IS A DEVIANT"

This is not a quiz, nor is there any assumption that the following questions have either 'right' or 'wrong' answers. You are asked to give a considered and candid response to each of the following questions. Please do not sign your name to this sheet or to the paper on which you write your responses, since your comments are intended to be anonymous. Since handwriting could reduce the likelihood that anonymity will be maintained, you are asked to type your response. Please place a 4 digit number in the space at the upper right corner of this sheet. Record this number and keep it so that you can claim your paper when it is returned. Your paper (5-8 pages in length) is due on 9/20/83, 5 PM.

1. How would you define the term "deviant?" According to your definition, would Christ be considered a 'deviant?'

2. In your opinion, who is a "criminal?" In other words, what are the factors or characteristics which separate a "criminal" from a "non-criminal?"

3. After thinking about these issues for a while and reflecting back on some things you may have done which you'd rather forget and not mention to anyone else, please list all your past behaviors (if any) which could have resulted (or did result) in an arrest and legal prosecution of some kind had you been caught. Do not include minor motor vehicle infractions (such as illegal parking, typical speeding violations), but do include major motor vehicle violations (such as reckless driving, leaving the scene of an accident, etc.). You will be the sole judge of whether your behavior was serious or not. Remember, you are to list acts which would ordinarily result in prosecution had you been apprehended. (Include any acts which did result in prosecution, if any.)

4. Assume you are confronted by a juvenile probationer (or by a son or daughter) who asks you this question: Why aren't you a criminal yourself? In responding, imagine your questioner to be a stern and clever protagonist who will not be put off by a superficial answer. Assume, further, that he or she will see through a "dishonest" one. Assume, finally--and most importantly, that the youth's future may well depend upon what he or she thinks of your response.

This is a pass-fail assignment. In order to achieve a passing grade your paper must be substantially free of grammatical, syntactical, and punctuation errors. It also must be proof-read carefully so as to thoroughly remove all typing errors. Most importantly, your paper must represent a considered and insightful effort to think through these difficult issues, and it must reflect a thoughtful response particularly with respect to item #4 above. Papers marked by apparently superficial analyses will be returned as unacceptable. Should your paper be returned as unacceptable you will have the opportunity to re-write it within 7 days of receiving the first draft.

Any paper (1st or 2nd draft) which is unacceptable will result in a reduction of 1/3 of a letter grade for the final course evaluation. No late papers will be accepted.

Contributed By: Rich Perkins

Used in:
Soc. 342. Crime, Deviance, and Social Control

CONSTITUTIONAL ISSUES AND DUE PROCESS

Your assignment is to research one of the court cases listed below (a bibliography of reserve reading is provided for this purpose), write a 7-10 page paper on the case, and very briefly report your conclusions to the class according to the criteria defined below. Your presentation should not be more than 10 minutes long and should be delivered orally in an informal but organized manner; you may have notes with you to which you may refer, but you should not read from a paper prepared in advance.

It is up to you to deliver a report which is readily understandable to the average class member. Do not assail us with complicated legal phrases couched in obscure logic and convoluted syntax, expecting us to sort it all out. You sort it out for us. You should also be prepared to receive and respond to questions from the class.

I. Criteria for the Paper:
   a. This is a graded assignment.
   b. The selection of the specific assignment will be made during the first week of classes.
   c. Your report must contain all of the following information:
      1. Title of the case (e.g., Mapp v. Ohio) and date.
      2. Specific events involved in the case. Be as complete as possible in developing the facts surrounding this case so that the specific legal issue (cf. '3' below) will be set in a meaningful context.
      3. The legal issue: which aspects of the U.S. Constitution are involved in this case? (Cite the amendment number and section and quote it--if you think this is necessary.)
      4. The opinions of the court; quote from the arguments given in the majority and minority opinions. Keep this discussion centered on the specific constitutional issues involved in the case (cf.'3' above).
      5. Lingering controversies, dilemmas, etc.; quote from constitutional authorities who represent the major sides of the on-going debate (if applicable). You are expected to develop all the necessary legal terms used in your report. Also, you must summarize all important prior state and federal cases to which the justices refer in their decision. For example, reference is made in Betts v. Brady (1942) to the Powell v. Alabama decision (1932). In developing the court's reasoning on Betts, it will be necessary to summarize briefly Powell as well. You can consider cases like this to be an integral part of your assignment even though it is not mentioned on this sheet. You will have to use your own discretion in deciding whether a prior case to

which judicial reference is made is important enough to include in your own report. The quality of your discretion will be considered a part of your evaluation; in other words, don't make the mistake of excluding a significant case or including an unnecessary case.

11. Court Cases: You will be given an assignment from the following list:

a. Search, seizure and due process
1. Weeks v. United States (232 U.S. 383, 1914)
2. Frank v. Mangum (237 U.S. 309, 1915)
3. Wolf v. Colorado (338 U.S. 25, 1949)
4. Rochin v. California (342 U.S. 165, 1952)
5. Breithaupt v. Abram (352 U.S. 432, 1957)
6. Mapp v. Ohio (367 U.S. 643, 1961)
7. Warden v. Hayden (387 U.S. 302, 1967)

b. Legal representation and due process
8. Betts v. Brady (316 U.S. 455, 1942)
9. McNabb v. United States (318 U.S. 332, 1942)
10. Gideon v. Wainwright (372 U.S. 335, 1963)
11. Escobedo v. Illinois (378 U.S. 478, 1964)
12. Miranda v. Arizona (384 U.S. 436 1966)

c. Jury trial and due process
13. Duncan v. State of Louisiana (391 U.S. 145, 1968)
14. Witherspoon v. State of Illinois (391 U.S. 510, 1968)

The following sources should be helpful. All can be found in the library:

Asch, Sidney. Civil Rights and Responsibilities Under the Constitution, New York: Arco Publishing Company, 1968.
Cortner, Richard C. and Clifford M. Lytle. Modern Constitutional Law: Commentary and Case Studies.
Corwin, Edward S. The Constitution and What It Means Today. 12th Edition, New Jersey: Princeton University Press, 1958.
Fenwick, Charles G., ed. Cases on Constitutional Law. 7th ed. Chicago: Callaghan and Company, 1957.
Pritchett, C.H. American Constitutional Issues. New York: McGraw-Hill, 1962.
Schwartz, Bernard. A Basic History of the U.S. Supreme Court. New Jersey: D. Van Nostrand Co., 1968.
Tresolini, Rocco J. Justice and the Supreme Court. New York: J. B. Lippincott, 1963.

In addition to these scholarly sources, you are strongly advised to read the contemporary accounts of the case in several news magazines (Time, Newsweek, etc.) and/or major newspapers (e.g., New York Times). These sources will not usually debate the major issues involved but they will give useful background information, especially for part 'C,2' of the report (see above). The Supreme Court Reporter is also a very useful reference. See the reference librarian for these and other sources.

These cases are being reviewed for these purposes:

a. to understand the close relationship between political legislation (reflecting popular opinion), judicial remedies to social injustice, and the tremendous complexities of the judicial process.
b. to understand the full implications of the phrase 'American Justice,' especially represented by the due process clause of the 14th Amendment.
c. to appreciate the significance of the following phrases in relation to 'b' above:

    due process
    trial by peers
    exclusionary rule
    right of counsel
    etc.

Contributed by: Linda Saltzman
Mankato State University
Used in:
Criminology (Sociology 442/542)

CRIMINOLOGY RESEARCH PAPER

The topic you select for this paper is to be turned in by Wednesday, January 26, 1983 (see separate topic decision sheet). The paper itself is due on Wednesday, February 16, 1983. The paper represents 25% of your final course grade.

1. Select a specific crime (e.g., homicide) or class of crimes (e.g., organized crime) discussed in your textbook, Chapters 4-9.

2. Use an index or abstract and find a citation to a recent (1977-1983) article in a scholarly journal on the topic selected in #1 above. (Suggested journals might be Criminology, Crime and Delinquency, Social Work, Journal of Criminal Law and Criminology, Federal Probation.)

3. Read the relevant chapter in McCaghy and the article carefully. Since you may need to obtain your article through Minitex, don't wait until the last minute to start.

4. Write a paper which includes all of the things listed below. The paper should be approximately 5 typed pages in length. Please staple the paper together. Do not put it in a plastic binder or folder. Attach a copy of the article being used for the assignment. (I will return the article with your graded paper.)

   a. Which class of crime or type of crime did you select?
      Summarize the relevant portion of the McCaghy text IN YOUR OWN WORDS.
      Include a definition of the crime or class of crime.
      Include information about the crime's prevalence.
      Include information about type(s) of criminals.
      Include information about hypothesized causes.
      Include other relevant information.

      (Depending on what you picked, this portion of the paper will probably be 1-3 pages long.)

   b. Give a full bibliographic citation for the article you read. Use proper format for the citation.

   c. IN YOUR OWN WORDS, summarize the main points of the article. This should include a summary of the kind of research being done and the hypotheses being tested, if the article is based on research. The main focus, in such a case, will be on the research results.

      (This portion of the paper will probably be 2-4 pages long.)

   d. Do one of the following things. Be specific. This part of the paper can be as short as 1 page, but it carries a large proportion of the grade for the paper, so don't "slack off" when you get to it.

Part d, Option 1.

Identify one main way that the article supports and supplements the material in your textbook. BE SPECIFIC. Show how the two agree with each other, or how the article expands upon the textbook material. (For example, do they both use the same theory of causation to explain the crime? Do they agree about the prevalence and geographic distribution of the crime?)

Part d, Option 2

Identify one main way that the article disputes or disagrees with the material in your textbook. BE SPECIFIC. Show how the two disagree with each other, or how the article contradicts the textbook material. (For example,do they use different theories of causation to explain the crime? Do they disagree about the prevalence and geographic distribution of the crime? Elaborate.)

NOTE: Many articles will deal with treatment and rehabilitation issues. This is definitely appropriate subject matter for criminology. However, you will have a very difficult time answering the questions in this assignment if your article is not focused directly on a given type of crime. Be sure to pick your article carefully.

Contributed By: Stanley L. Swart
University of North Florida

Used In:
CCJ 3440, Correctional Process and Administration

PRESENTENCE INVESTIGATION ASSIGNMENT

Each student is to prepare an answer to the following problem. The response is to be approximately 500 words long. This paper will be due on Monday, November 15. As to matters of form, style, etc., the same standards as were used in Paper #1 will apply here.

You are to write portions of three (3) presentence investigations (PSIs). Each will involve the same individual, but will visualize him as being in a different community. In each case, you will recommend: (1) for or against probation for this person, and (2) a treatment program for this person-- either in the institution or the community as the case may be. On both points you must explain your positions, and you are to take into account both the safety of society and the needs of the offender.

There are no "right" answers. Responses will be graded on the basis of completeness, logical thinking, and how well a student can explain why he would take a certain course of action. Feel free to cite specific examples and writings which support your answer, but these are not required.

The Individual

1 He is a 21-year old black male from a broken home. He quit school after the 10th grade and reads at the 5th grade level. He has a juvenile record of minor property offenses ,

none involving violence. He is currently detained in the county jail; he has no home.

2 The charge to which this individual plead guilty was "breaking and entering," which could carry either a 1-5 year prison sentence or a probation commitment of up to 5 years. However, the evidence also indicates that he was armed with a knife when arrested. This is his first adult arrest and conviction, but police reports indicate that he has probably engaged in such property crime for some time.

3 The offender admits that he "drinks a bit" and "smokes grass once in a while;" experimentation with other drugs is suspected. There is no evidence of actual chemical dependency, but some indication that liquor and drugs are used as an escape from crises and conflict.

4 In interviews the individual is antagonistic. He verbalizes hostility to society and to you as an authority figure. There is no evidence of major psychological problems, but some indication that he is prone to violence.

The Communities

A The offender is a life-long resident of the community, which in turn is a large city. A wide variety of social services is available, but unemployment is very high. Offenders of this type usually receive probation orders; however, the judges usually sentence a person to prison if the PSI so recommends.

B The offender is a stranger to the community, a county-seat town of 5,000 people in a rural area. The population is almost all white and working class. Few social services are available, but first-time property offenders are usually probated and employment can be arranged.

C The offender is a stranger in the community, a racially-mixed factory town of 50,000 people. Many social services are available, but unemployment is high. Offenders of this type are usually sentenced to prison. However, the judge would probably grant probation if a strong argument were made for it by the probation officer.

Other Conditions

In completing this assignment, the student will assume the following:

(1) That the alternative to probation (in all cases) is commitment to a medium-security institution with a fairly good educational program but no vocational training available, where a

person of this type can expect to spend 18 months before being paroled for a period of 1 year, and

(2) That, due to legal considerations, in all cases this individual must have his community placement in the city where he is currently in jail-- either now (on probation) or later (on parole).

In addition, all treatment recommendations must be "reasonable" and not impractical.

Contributed By: Stanley L. Swart
University of North Florida
Used In:
CCJ 3440:Correctional Process and Administration

BOOK REVIEW

Each student will prepare a review of a recent book on corrections. The review will be approximately 2,000 words long, hand- or type-written, double-spaced with adequate margins, and is due on Monday, October 11.

The review is ordinarily to be divided into three sections, as follows:

(1) Summary of Contents (1/3 of review)
(2) Critique of Contents (1/2 of review)
(3) An explanation of how this book added to your knowledge of corrections, and/or how it relates to other class materials (remainder of the review)

It is easiest to progress in the manner outlined above--in most cases. However, if the structure of the book dictates otherwise, the organization of the review can vary. But the final review must provide approximately the same amounts of coverage of each of the areas as above.

All books reviewed must be approved in advance by the instructor. Please see me either before or after class and discuss the matter; if at all possible, please bring the actual book which you want to review. This should be done at least two weeks before the date for the review to be submitted.

The following comments will serve as guides for selecting a book. However, if you find a volume which you like, do not abandon it unless I specifically disapprove.

(1) Biographies and autobiographies are very good if they have at least half of their coverage upon jails and

prisons, or some other aspect of corrections. Try to stay away from old ones, unless they still have specific relevance to today's issues.

(2) Length: at least 200 pages of standard-size printing is desirable. Biographies chosen should be somewhat longer (because part of the book will usually deal with non-correctional matters.

(3) Critique: this is the key part of any review. You are to point out the positive and negative aspects of the work you have read. When commenting upon any ideas presented in the book, do not get into your evaluation of the ideas per se--remember that you are critiquing the ideas as presented by the author, and how well he presents and defends (or attacks) them.

Contributed By: Prabha Unnithan
University of Nebraska at Lincoln
Used in:
Sociology 209. Crime & Delinquency (1982)

ESSAY ASSIGNMENT

Due: February 3, 1983

Answer one question in the form of a well-written essay. You should draw material from the text and lectures and attempt to integrate them. The use of examples whenever appropriate will strengthen your answer.

1. Conventional definitions of the criminal law identify four critical elements: politicality, specificity, uniformity and penal sanction. Briefly explain what is meant by each, and discuss them in the light of the distinction between "law on the books" and "law in action."

2. Briefly trace the development of modern criminal law paying particular attention to its roots in primitive law and to the impact of social change.

This assignment will be worth 5% of your total grade.

Contributed By: Prabha Unnithan
University of Nebraska at Lincoln
Used in:
Sociology 209.Crime and Delinquency (1983)

TELEVISION AND CRIME

Due: March 29, 1983

This is your chance to sit back, relax and watch television over spring break; and at the same time apply what you learnt in class. You should watch two shows dealing with some form of crime, law enforcement, delinquency, justice etc. These should be entertainment (having a plot, story line, imaginary characters etc.) shows and not news, commentary or movies. In your report you should deal with the following:

1. Note the names and channels which broadcast the shows. Are they network or cable channels?

2. Briefly describe the story line (resisting any temptation to make snide comments). How many crimes are committed and what are they? Who are the perpetrators? What are the physical and personality characteristics which distinguish them (if any)?

3. What motivations are expressed or implied for committing crimes? Attempt to relate these to any of the theories and schools of criminology that we discussed in class.

4. What is shown about the processes of law enforcement? How are law enforcement officials portrayed?

5. What differences can you observe in the way crime, criminals and law enforcement are presented in the two shows?

6. Add any personal comments or evaluations that you may wish to make regarding the quality and authenticity of the two shows. Do you think the show(s) can be made more realistic or should they not even try to be?

7. Finally, do you think disinhibition or desensitization can result from watching either of these two shows on a regular basis?

This assignment will be worth 5% of our total course grade.

Contributed By: Prabha Unnithan
University of Nebraska at Lincoln
Used in:
Sociology 209.Crime and Delinquency (Spring 1983)

BOOK REVIEW

(Due Tuesday, April 19th)

The fourth assignment is a BOOK REVIEW dealing with a major aspect of crime and delinquency. Reviews must be typed.

Instructions: From the attached list select one book. You may, if you wish, substitute a book of your choice. However, it has to be in some way related to social problems and you have to let me know well in advance so that I can decide on the appropriateness of the book. You should have little difficulty in acquiring books on the list from the University and local libraries, or bookstores.

Your book review should be descriptive as well as critical, not to mention thoughtful and readable. Include a complete citation (in standard reference format) of the book you have chosen at the beginning of your review. The following must be answered in your analysis:

a. What is the general content of the book? What aspects of crime or delinquency are being analyzed?
b. Describe the author's purpose in writing the book. What are the author's major premises? How does the author support or develop his or her point of view and what evidence is used?
c. What criminological ideas, concepts, theories, models or research presented in the class or in the text can be related (positively or negatively) to the content of the book?
d. What are the major conclusions offered in the book? Given the support presented in the book, do you agree or disagree? Why?
e. Have the author's premises and conclusions been supported by processes and trends in society since the publication of the book? What changes might be made if the book were being written today? (This question is more relevant to some books which are more dated.)
f. What are the implications of the book for resolving the problem(s) discussed? What are your own conclusions about the usefulness of the book in this as well as for teaching and research?
g. What is your own personal evaluation of this book in terms of readability, quality, and impact upon your own views?

*Some of the ideas in this assignment are derived from Helen P. Moore

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PART TWO: SAMPLE SYLLABI FOR CRIMINOLOGY AND CORRECTIONS

Contributed By: Freda Adler
Rutgers University FEMALE CRIMINALITY

Editor's Note: Due to space limitations, a 24 page bibliography of suggested readings has been deleted from this syllabus. Readers interested in the complete bibliography are urged to contact the editors. A lengthy classroom bibliography on this topic appears in the "Women and Criminal Justice" model syllabus compiled by Merry Morash, Freda Adler, Phyllis Jo Baunach, and Donna Hale, in Howard Abadinsky's Academy of Criminal Justice Sciences Curriculum and Course Development Project (Omaha, Nebraska: ACJS, 1982.]

FEMALE CRIMINALITY

I. Course Description.

Traditionally, inquiries into crime and criminal justice have focused on the role of males. In view of recent increases in female criminality and the entry of female officials in the administration of justice, this course focuses on the changing roles which women play in contemporary criminal justice both as offenders and as administrators. The delimiting forces of tradition, cultural role, opportunity and factual restraint which, in the past, made for a low profile of female involvement in criminal justice and which today appear to have lost some of their strength, will be examined. The relevancy of theories for male deviancy will be examined in the context of female deviancy with emphasis on traditional female crimes including shoplifting, prostitution, etc., and non-traditional female crimes including white collar criminality, stranger-to-stranger violence, gang involvement and revolutionary activities. In addition, the course covers the processing of women through the criminal justice system.

II. Prerequisites: None.

III. Specific Course Objectives:

1. To create an awareness of the problems of females in the criminal justice system.
2. To identify and analyse the changing behaviors of women as they relate to the criminal justice system.
3. To examine the role women can and should play in the administration of justice.

IV. Outline and Suggested Readings:

A. Introduction: An Overview of Female Criminality

BOOKS

Adler, Freda, Sisters in Crime, McGraw-Hill Co., 1975.

Adler, Freda, and Simon, Rita (eds.), The Criminology of Deviant Women, Boston: Houghton-Mifflin Co., 1979.

Bowler, Lee H., *Women, Crime, and the Criminal Justice System*, Lexington, Massachusetts: Lexington Books, 1978.

Datesman, Susan K. and Scarpitti, Frank R., *Women,Crime and Justice,* Oxford, Oxford University Press, 1980

Lopez-Rey, Manuel, *Crime*, New York: Praeger Publishers, 1970, pp. 196-207.

Mannheim, Hermann, *Comparative Criminology*, Boston: Houghton Mifflin Co., 1965, pp. 690-708.

Price, Barbara and Sokoloff, Natalie, (eds.), *The Criminal Justice System and Women*, New York: Clark Boardman and Co., 1982.

Rafter, Nicole Hahn and Stanko, Elizabeth A., (eds.), *Judge, Lawyer, Victim, Thief*, Boston: Northeastern University Press, 1982.

Reckless, Walter C., *The Crime Problem* (4th Edition), New York: Appleton-Century-Crofts, 1967, pp 148-164.

Simon, Rita, *Women in Crime*, Boston: Lexington 1975.

Smart, Carol, *Women, Crime and Criminology: A Feminist Critique*, Routledge and Kegan Paul, 1977.

Warren, M.A. (ed.) *Comparing Female and Male Offenders*, Beverly Hills, California: Sage Publications, 1981.

B. Historical View of Female Crime and Criminals: Mid 19th to Mid 20th Century

C. Explanations of Female Deviancy

1. Determinants of the Female Role in Society
   (a) Cultural Perspective
   (b) Constitutional Factors
   (c) Psychologic and Psychoanalytical Factors
   (d) Psycho-Social Approach
2. The Changing Role of Women in Society
   (a) A General Statement
   (b) Relationship of Women's Emancipation to Female Criminality
3. Relationship of Class and Race to Female Crime
4. Relationship of Economic Problems to Female Crime

D. Female Involvement In Crime

1. An Analysis of Statistics
2. Crimes of Violence
3. Property Offenses: Shoplifting to White Collar Criminality
4. Criminal Political Revolutionary Activity
5. Females in Organized Crime
6. Prostitution
   (a) The Prostitute and Her Role in Society
   (b) The Control of Prostitution

    7. Drug Addiction

E. Female Juvenile Delinquency

F. Women Offenders in Court
    1. Statistical Analysis
    2. Evolution of the Law
    3. Current Changes
    4. Legal Double Standard
    5. Relationship Between Legal and Social Norms
    6. Disparities in Sentencing
    7. Equal Rights Amendment

G. Women Offenders in Corrections
    1. The Incarcerated Female
    2. Female Institutions
    3. Innovations in Corrections
    4. Discriminatory Treatment of Women in the Correctional Process
    5. Families of Prisoners

H. Parole and Probation for Women

I. A Cross-Cultural Perspective

J. The Female Victim

K. Women in Criminal Justice

Contributed By: David Aday
College of William and Mary

CRIMINOLOGY (SOCIOLOGY 322)

Required Text

Gibbons, Don C. SOCIETY, CRIME, AND CRIMINAL CAREERS, 4th ed., Prentice-Hall, 1982.
Inverarity, J.M., Pat Lauderdale, and Barry C. Feld, LAW AND SOCIETY, Little, Brown, 1983

I. Crime and Criminology
    A. A Sociological Perspective
        READ Gibbons: Preface and Chapter One; ILF: ix-53
    B. The Nature of Criminology and Criminal Law
        READ Gibbons: Chapters 2-4; ILF: 54-242

II. Justice and Becoming a "Criminal"
- A. The Police
  - READ Gibbons: Chapter 18, ILF: 245-267
- B. The Legal-Judicial System
  - READ Gibbons: Chapter 5; ILF: 315-324

Test # 1: Tentatively scheduled for Nov. 11, 1983

III. Crime Causation
- A. Psychogenic Approaches
  - READ Gibbons: Chapter 8
- B. Sociogenic Approaches
  - READ Gibbons: Chapter 6,7,9,10, and 11
- C. The Typological Approach
  - READ Gibbons: Chapter 12-17

IV. Responses to Crime
- A. Correctional Organization: Prisons and Probation
  - READ Gibbons: Chapters 20-21
- B. Treatment
  - READ Gibbons: Chapter 22
- C. The Future of Crime
  - READ Gibbons: Chapter 23

Test #2 Final Exam Schedule

Course Requirements

There will be two examinations. Each exam will be worth 100 points. The examinations will be approximately 50% multiple choice and 50% essay. The first examination is tentatively scheduled for November 11. However, the date is subject to change dependent upon the progress of the lectures and the course generally. If changed, the test date will be announced in advance.

In addition to the two examinations, each student is required to do research on a contemporary issue in criminology. The results of the research are to be presented in a carefully written sociological description of the issue. Examples of relevant criminological issues include the following: consequences of imprisonment; police discretion; the insanity plea; plea bargaining; the changing role of the juvenile court. I prefer that you avoid topics and issues that focus on explaining why people engage in criminal behavior.

The description should begin with a review of the systematic research literature. At least ten major research studies must be reviewed and cited in the bibliography. Research studies are reported in research monographs (i.e., book length reports) and professional research journals. The review should draw primarily from sociological and criminological monographs and journals and only secondarily from "first person accounts," journalistic descriptions and novels.

The project is required. Students who fail to submit an acceptable project will not receive a completed grade for the course. The projects are due on Dec. 2, 12:00 p.m. Projects received after that time will be penalized one letter grade per day for each day the project is late. The projects are worth a maximum of 100 points each.

The projects are intended to add measureably to the descriptive core and content of the course. The projects can be meaningful and important elements of the course--if students select projects thoughtfully and complete the activities carefully. I hope that the projects will provide a basis for probing discussions and questions.

In addition to the examination and projects, students will be graded on class participation. I intend to call on students to comment on issues raised by the reading and lectures and to score responses as adequate or inadequate (+/-). A pattern of adequate responses could add as many as 10 points to a student's final score. A pattern of inadequate responses could result in subtraction of as many as 10 points from a student's total score for the course.

Course Grading

Course grades will be determined by the total number of points accumulated on tests, the project, and class participation. The assignment of letter grades is based on the distribution of scores. The following scale provides a general guide for assignment of letter grades:

94-100% =A
86- 93% =B
75- 85% =C
68- 74% =D

Note that this scale provides only a general guide. If the distribution of scores suggests that the scale is inappropriate or inequitable, the scale will be modified to fit the distribution more appropriately.

Contributed by: Gregg Barak
Aurora College

HISTORY OF CRIME CONTROL (CJ/HI 54)

DESCRIPTION

The legal, political, and economic foundations of the crime control process are investigated. The influence of European crime control strategies and their impact on the criminal justice system in Colonial America are explored. Finally, the sociohistorial foundations are used to assess the philosophical and applied approaches for the delivery of services in the contemporary systems of social control.

PURPOSE

The History of Crime Control is designed to give the student of criminal justice or of political history an appreciation for the ongoing processes of social order and social change as expressed in the working realities of particular sociohistorical periods. At times these historical distances will be broad, as in late feudalism and early capitalism; at times they will be narrow as in reconstructive and progressive America. Specifically analyzed are the origins and developments of the State, legal order, criminal law, law enforcement, rule of law, and penal sanction as these are related to each other and to the political, economic and social arrangements of various eras.

LECTURES/TOPIC OUTLINE

I. From the Present Looking Backwards: Traditional "Versus" Critical Views

ANALYSES OF CRIME AND CRIME CONTROL IN HISTORICAL PERSPECTIVE

II. The Past Moving Forward: State, Law, and Crime

ON THE ORIGINS OF THE STATE
ON THE DEVELOPMENT OF THE LEGAL ORDER
ON THE EVOLUTION OF CRIMINAL LAW
ON THE HISTORY OF CRIMES AGAINST THE STATE

III. Past to Present: The History of Three Crime Control Institutions

ON THE MANDATE AND CHANGE OF LAW ENFORCEMENT
ON THE MISSION AND DEVELOPMENT OF JUDICIAL PROCESS
ON THE STRUCTURE OF PENOLOGY AND PENAL DISCIPLINE

IV. Looking Ahead: The Dialectics of Tomorrow

CRIMINAL JUSTICE "VERSUS" SOCIAL JUSTICE

Contributed By: Dick Batten
Boston College

CRIME IN AMERICA - ISSUES OF SOCIAL CONTROL (1983)

Objectives of the Course

The purpose of this course is to teach you criminological theory and to introduce you to the concepts and methods used in the study of crime. During the course, the presentation and analysis of the current issues in crime and its control in the United States will inform you about the complexity of crime and punishment in America.

It will become apparent that those who study crime greatly differ among themselves in their opinions about the causes of criminal behavior and also about possible solutions to crime as a social problem. The basic differences among criminologists go back to the definition of crime itself. Edwin H. Sutherland proposes that:

> The essential characteristic of crime is that it is behavior which is prohibited by the State as an injury to the State and against which the State may react, at least in last resort, by punishment. The two abstract criteria generally regarded by legal scholars as necessary elements in a definition of crime are legal descriptions of an act as socially harmful and a legal provision of a penalty for the act. (Sutherland, 1949, p 31.)

According to Sutherland, then, a social act can be considered a crime only when it is a violation of a criminal law. However, Richard Quinney, in his book THE SOCIAL REALITY OF CRIME, offers a perspective which is essentially opposed to the theoretical starting point of Sutherland.

> Crime is a definition of behavior that is conferred on some persons by others. Agents of law (legislators, police, prosecutors and judges), representing segments of a politically organized society, are responsible for formulating and administering criminal law. Persons and behaviors , therefore, become criminal because of the formulations and application of criminal definitions. Thus, crime is created. (Quinney, 1970, p15.)

Instead of considering crime an absolute - legalistic concept, as Sutherland does, Quinney offers the perspective that crime is a relative - subjective idea, a reflection of social arrangements. My lectures will elaborate on these opposing conceptions of crime in America and their consequence for the analysis of crime and crime control.

Criminology is a specialization within the fields of sociology or law. In this course, sociological perspectives on crime are discussed. Sociology offers you a way of thinking, a perspective that enables you to see the world from different points of view. Therefore, an important part of this course will be your application of criminological ideas to social settings which you will study in your research projects.

Required Books

Richard Quinney and John Wildeman, THE PROBLEM OF CRIME
Ned Polsky, HUSTLERS, BEATS AND OTHERS
Kai T. Erikson, WAYWARD PURITANS
William Ryan, BLAMING THE VICTIM
Edward Scull, DECARCERATION

Copies of all these books have been ordered through the B.C. bookstore.

Requirements

The lectures in class, the class discussions and the books THE PROBLEM OF CRIME; HUSTLERS, BEATS AND OTHERS; and WAYWARD PURITANS wil introduce criminological theory to you. The lectures in class, the class discussions and particularly the assignments and the books BLAMING THE VICTIM and DECARCERATION will also encourage you to apply your own criminological perspective on society.

MID-TERM EXAM: The mid-term will cover your understanding of the lectures and the readings which have been covered to that point. This examination will take place during one of the regular class periods and will be a combination of multiple-choice and short answer questions. The emphasis of this exam will be on your knowledge of criminological theories and definitions of concepts and methods used in criminological research. The mid-term will count for 35% of the final grade.

FINAL PAPER: Soon after the mid-term, I will hand out guidelines for the final paper of this course. I will ask you to write a research paper of no more than fifteen (15) typewritten pages on 'Crime, Deviance and Issues of Social Control in My Hometown'. The readings, lectures and your own research should form the basis for this paper. This final paper is due on the day and time the final exam is scheduled and will count for 35% of the overall grade.

ASSIGNMENTS: The two assignments are exercises in your ability to apply criminological theory and ideas. You are encouraged to relate these assignments as much as possible to the study of crime and crime prevention in your hometown.

Assignment 1: Using a conceptual framework discussed in class, I will ask you to write an autobiographical essay about a form of deviant behavior you once were or still are engaged in. This assignment will count for 10% of the final grade (3-5 typewritten pages.)

Assignment 2: I will ask you to visit the Municipal Court of the City of Boston and a court in the town you will study. Using different theoretical explanations of crime, I will ask you to write an essay about the American criminal justice system as you have observed it. This assignment will count for 10% of the final grade (4 - 6 typewritten pages).
[Editors' note: for more information about Professor Batten's assignments, see Part I in this publication]

HOMEWORK ASSIGNMENTS: Occasionally there will be short homework assignments as preparation for class discussions. For example, I may ask you to assess the strengths and weaknesses of one of the readings or to prepare an answer to a problem that I will pose. These assignments serve the function of focusing group discussions, and they are also an important measure of your class participation, which counts for 10% of the final grade.

Final grade structure

Mid-term exam	35%	94 - 100	A
Assignment I	10%	90 - 93	A-
Assignment II	10%	86 - 89	B+
Class Participation	10%	83 - 85	B
Final Paper	35%	80 - 82	B-
		76 - 79	C+
		73 - 75	C
		70 - 72	C-
		66 - 69	D+
		63 - 65	D
		60 - 62	D-
		lower	F

Some concluding remarks:

Attendance: Although attendance of my classes is not required, I am convinced that you cannot do well in the course without coming to my lectures. Questions on the exams and assignments are frequently taken from class lectures and class discussions. In class, I will make clear my expectations for the assignments and the final research project.

Exam, final paper and assignments: Before the exam and before your written work is due, I will spend quite some time discussing my expectations and grading criteria. A detailed handout sheet will often accompany this discussion. After I have handed back work, I will discuss the results and offer suggestions to improve your future work. Furthermore, the assignments are due before class on the day stated in the course outline. These assignments have to be typewritten. No late assignments will be accepted without adequate prior notification.

Homework Assignments: Homework assignments will be handed out at least one week in advance. They have to be handed in before the beginning of the class they are due. It is not required that you type these assignments.

Confidentiality: Some of the assignments bear a personal character. Therefore, I will guarantee you confidentiality for all the work you hand in. It is my policy to return all the written work to each student personally.

Class discussions: My lectures form the main part of the course, but I encourage you to ask questions and I welcome discussion at any time. To stimulate this process, the class will occasionally be divided into smaller discussion groups. I believe that your involvement in what is going on in the class is part of the learning process and will help you to master the knowledge required for this course.

Course grades and the work involved: Although you can get an A in this course, you will probably find the course hard work. I suggest that you establish a regular study routine. Although in other courses you might be able to get through by cramming just before exams, due to the organization of this course that will not work here. You should plan using class time as the basis for your general learning and focusing of this sociological subject matter. It is also the place where you can ask questions on parts of the material which you want to have clarified. You should schedule regular study times several times a week for your reading and assignments.

Office Hours: I strongly encourage every student to come and see me at least once during the semester, particularly about the research project. But you are also welcome to seek my advice on the course content or on any other matter of your concern. I tend to believe that personal interaction not only may solve possible problems you have with the course but also helps to stimulate a mutual understanding between students and myself. My regular office hours are held on Monday from 4:15 - 5:30 p.m. in McGuinn Hall, Room 410B. If you are unable to see me during this time, we can schedule another time to meet.

Note: I reserve the right to change the syllabus, the exam, research project, the assignments and the course outline with due notice.

Contributed by: Terry L. Baumer
Indiana University at South Bend

CRIMINOLOGY

Text:

A. Conklin, John
1981 Criminology. New York, Macmillan.
B. On Reserve:
Akers, Ronald
1977 Deviant Behavior: A Social Learning Approach.
Second Edition, Belmont CA: Wadsworth.

Course Requirements:

All students will be required to complete three exams and a term paper, as outlined below. Each of the four will count equally toward your final grade. Both attendance and participation will be used to make decisions about borderline grades.

1. The three exams will be predominantly essay but may include other types of questions.
2. The term paper is to be written on a topic of substantive importance to the field of criminology. For "quality control" your papers will be subject to two checks prior to final submission. First, a typed proposal must be submitted and approved. This should be a page or two and include a brief discussion of the topic and the rationale for selecting it (Due February 17). Next a list of initial references with brief annotations will be submitted. I will review these and, when necessary, suggest additions and/or deletions. Be sure to use the appropriate format (see below) when preparing your references (Due March 17). If not approved, both the proposal and references must be resubmitted until they are acceptable. Finally, the paper should be approximately ten typed, double-spaced pages (or as required to cover the topic adequately). All papers must use the reference format suggested by the American Sociological Review, and if that doesn't help, see me. The paper will be due on April 21. Papers written in the wrong format or submitted without the prior approvals described above will be returned ungraded and considered late.

A NOTE ON CHEATING AND PLAGIARISM:

Please note that in an academic setting honesty and integrity are highly valued traits and any violation of these standards is considered a servious offense.

University policy regarding cheating and plagiarism is clearly stated on pages 12-14 of the IUSB Student Handbook 1982-83.

Any student caught cheating and/or plagiarizing in this course will receive an F for the course. In addition to the notifications required by the Handbook, I will also notify the divisional office of the student's major.

OUTLINE:

Approximate Date	Topic	Readings
1/13	Overview/Introduction	
1/18	Defining Crime and Criminology	Ch 1
1/20	The Consequences of Crime	Ch 2
1/25;1/27	Different Approaches to Measuring Crime	Ch 3
2/1; 2/3	Victims and Offenders: The Distribution of Crime in the United States	Ch 4
2/8	EXAM ONE	
2/10	Historical Development of Criminological Theory	
2/15	Biological and Psychological Theories	Ch 5
2/17	TOPIC PROPOSALS DUE	
2/15; 2/17	Economic and Social Theories	Ch 6
2/22	Social Control and Commitment To the Law	Ch 7
2/24;3/8;3/10	Learning to Commit Crime	Ch 8 Akers,pp 39-68.
3/15	ANNOTATED REFERENCES DUE	
3/15	Opportunity and Organization	Ch 9
3/17	EXAM TWO	
2/22	Criminal Careers	Ch 10
3/24;3/29	Crime Prevention and Community Response; Fear of Crime	Ch 11
3/31;4/5;4/7	Deterrence and Incapacitation	Ch 12
4/12	Retribution; The "Justice Model"	Ch 13
4/14; 4/19	Rehabilitation; Community Corrections	Ch 14
4/19	TERM PAPERS DUE	
4/21;4/26;4/28	Attacking the Crime Problem a. Attorney General's Task Force on Violent Crime b. President's Attack on Organized Crime	Ch 15
5/5	FINAL EXAM	

Contributed by: John Broderick
Stonehill College

CRIMINOLOGY (SO 210)

Purpose of the Course

This course introduces you to the field of Criminology and serves as a prerequisite for other courses.

At the present time, Criminology is changing in a way that makes it particularly interesting for undergraduate study. Traditional theories, which suggest crime control policies of correctional treatment and rehabilitation, are considered by many to have failed. Partly as a result of this perceived failure, Radical Criminology (both Marxist and non-Marxist) and Neoconservative Criminology (both popular and academic) are in ascendancy with various audiences at the same time.

The course will focus on Liberal, Radical, and Neoconservative Criminology and will attempt to show how these ideas can (or cannot) be used as the bases for practical social policy.

Therefore, this course has some of the same objectives as liberal arts education in general. These objectives, and their relationships to the work you will do this semester are as follows.

I. To introduce you to the major ideas, both historical and modern, which have been dominant in this field.

Your work: Part Two of the course presents theories of deviance in historical sequence. Two-thirds of the first exam will test your ability to understand and criticize theories of deviance.

II. To develop your ability to analyze divergent ideas and arguments about current issues in the field.

Your work: The list of research topics which is attached is also a list of current issues. Two-thirds of the second exam will require that you critically examine two or more of these issues. A study guide will be provided before this exam.

III. To develop your ability to communicate with precision and style in both writing and orally.

Your work: To meet this objective you will be required to write an eight to ten page paper on one of the topics on the attached list and to submit this paper for final review by Wednesday, April 18 or earlier if you choose. Also, you must discuss this paper with the instructor after submitting it and prior to the final exam. A list of themes for discussions will be posted and you may pick one that is convenient for you. This oral defense of your work is mandatory for successful completion of this course.

Grading

Each of the three exams will be weighted at 20% and the research paper, including the discussion, will count for the additional 40%. Significant participation in class discussion makes the work of the teacher and the other students easier and may enhance your final grade.

Student Evaluations of the Course

In the most recent semester students generally found the lectures to be interesting, well-organized, and easy to follow. The most common objection concerned exams. (e.g. "You don't ask what we studied.") The problem here seems to be that some students memorize outlines of the lectures and are prepared to copy them into a bluebook. You will not be asked to do this. You will be asked to make relationships, to criticize, to compare and generally to use what you have learned as evidence for or against various resolutions. To help correct this problem, sample questions from previous exams will be provided with the study guide. Extra study and review sessions will be added for those who care to use them.

Lecture Topics and Reading Assignments

Introduction

1. Explanation of the syllabus
2. A preview of important variables
3. How theories of deviance relate to current issues

The following table, [page 110 in this publication], contains a very simplified description of the relationship between theory and policy.

COURSE OUTLINE

Part One: Types of Crime

1. Basic Definitions in Criminology
   (The assigned readings are: Ch. 1: 4-22; Ch.3: 83-96)
2. Criminal Justice Statistics and Type I Crime
3. Economic Crime (all of Ch. 5; 3: 96-125; 6: 207-299)
4. Research Methods in Criminology (A brief aside which relates statistics and methods to Criminology.)

	Radical Criminology	Liberal Criminology	Neoconservative Criminology
Theoretical explanation	-Economic inequality -Conflict -SES	-Negative socialization -Blocked opportunity	-Free choice by offenders -Inefficient CJS
Social policy	-Institutional reforms	-Personal reforms -The Medical Model	-Punishment -Judicial reforms -The Justice Model

Part Two: Theories of Deviance

5. Early Theories: The Classical and Positivist Schools
6. Early and Later Biological Explanations
7. Psychological Theories (Ch. 8: 284-297)
8. Sutherland and Differential Association (Ch.7 239-271)
9. Subculture Theories (Ch. 7: 271-283)
10. Durkheim, Merton, and Anomie Theory (Review Ch.7: 265-268)
11. Control Theory and Delinquency
12. Societal Reaction Theory (Ch. 8: 297-321)

The first exam will be at about this point in the course.

13. Conflict Theory (Review Ch. 1:14-22 and read Ch. 6: 229-233)
14. Richard Quinney and the Radical View
15. James Q. Wilson and other Neoconservatives (Read Ch. 2)
16. Where do we stand? A review a Critical, Neoconservative and Liberal assumptions about human nature and crime.

Part Three: The Criminal Justice System

17. A Brief History of Police Organizations (Ch.10: 365-389)
18. The Police and Change (Ch.10: 389-408)
19. The Supreme Court and the Police
20. Criminal Courts I: Plea Bargaining (Chapters 9 and 10)
21. Criminal Courts II: The Trial

The second exam will be at about this point in the course.

22. History of Prisons (Ch.12: 458-496)
23. Sociology of Prisons (Ch. 13: 498-526)
24. Prison Organization (Ch. 13: 526-543)
25. Probation and Parole (Ch. 14)
26. Where do we stand? Assumptions about social problems and "What Works?".

Part Four: Review and Exam Preparation

27. A review of important variables
28. Theory, method, and current issues in Criminology and Criminal Justice.

CRIMINOLOGY RESEARCH PROJECTS

Explanations of Crime

1. Crime in America and the Liberal Sixties
2. Thinking About Crime in the Conservative Eighties
3. Radical Criminology since Richard Quinney

4. Differential Association: Pro and Con
5. Conflict or Consensus?
6. Crime, Free Choice and Determinism: Wicked People or Wicked Institutions?
7. Was Labeling Theory Liberal Overkill?
8. Outsiders of the Nineteen-Eighties
9. Why is Durkheim Important in Criminology?
10. Why is Merton's Typology So Popular?
11. Learning Disabilities and Delinquency
12. Why is C. Ray Jeffery Controversial?
13. Sociobiology and Crime
14. The XYY Controversy
15. Family Violence and Crime, Behind Closed Doors
16. Palmer's Frustrated Murderers, A Study of Murder
17. Is Ernest Van Den Haag Really Dr. Strangelove?
18. Who is the Real Richard Quinney?
19. Crime and Social Justice: A Review of a Provocative Journal
20. The Public Interest: Another Provocative Journal

Policies for Control

21. The Kansas City Patrol Experiment Revisited
22. Mandatory Sentences and Gun Control in Massachusetts
23. Mandatory Sentences and White Collar Crime
24. The Medical Model, Pro and Con
25. The Justice Model, Pro and Con
26. Synanon and Differential Associaton
27. Does Miranda Make a Difference?
28. The Movement to Impeach Earl Warren
29. The Brethren and Criminal Law
30. Minority Recruitment, Affirmative Action and The Police
31. Can Police Work Be Professionalized?
32. What Can Be Done About Court Delay?
33. Should Plea Bargaining Be Reformed?
34. The Economic Model of Crime Control
35. Should Parole Be Abolished?
36. Should Juvenile Detention Centers Be Closed?
37. Why is the Prison Population Increasing?
38. Volunteers in Probation, Prisons, and Police Patrol
39. Robert Martinson and the "What Works?" Question
40. Other. You may substitute another topic provided that you mention it in class, submit a detailed prospectus with initial bibliography prior to February 15, and obtain written permission of the Instructor.

Contributed By: Bernard Cohen
Queen's College, CUNY

CRIME AND JUVENILE DELINQUENCY

CRIME AND JUVENILE DELINQUENCY

I. INTRODUCTION

A variety of definitions, key theoretical perspectives, and concepts are presented and analyzed in an effort to increase the student's knowledge and understanding of the numerous ways that criminal behavior may be defined, explained and interpreted. Although strong emphasis is placed on sociological determinants of criminal behavior, biological and psychological factors are also examined. Each student is encouraged to formulate his/her own conceptualization of crime and assess each position and orientation. Various methodological approaches are illustrated to broaden the student's awareness of the benefits and limitations of these procedures. The student is shown how to conduct research on crime and delinquency emphasizing the ways in which theories, concepts, and policy recommendations are formulated. Study aids include current articles from newspapers and magazines, small-group projects, and films.

II. OBJECTIVES

The objectives for this course include:

- Broadening our understanding of the meanings of crime and delinquency.
- Identifying various key theoretical perspectives concerning crime and delinquency.
- Examining how the social structure impacts on crime and how crime affects the social structure.
- Learning a variety of methodological techniques for conducting research on crime and delinquency.
- Determining "when, where and how" it is useful to treat crime and delinquency.

This course covers four major areas: historical background, theoretical perspectives, the criminal justice system, and reporting crime; statistical and field data. (A less intensive but nevertheless satisfactory course would combine one or more of these areas with "theoretical perspectives.")

III. HISTORICAL BACKGROUND

The purpose of this section is to demonstrate that criminology is a discipline with a long history. Judeo-Christian and Greek-Roman concepts on crime are discussed. Then, classicism is presented including the concepts of free will, standardized punishment, and deterrence.

Next, neo-classical theorists are discussed, including A. Quetelet and A. Guerry. The positive school established by Ceasare Lombroso is related to concepts of determinism, treatment and rehabilitation.

The remainder of the lectures deal with the contributions of several notable criminologists including Ferri, Garafalo, Hooten, and Sheldon. It is shown how the Gluecks tempered physically oriented views with social factors. Finally, it is pointed out that criminology is an empirical discipline that deals with issues related to crime, juvenile delinquency, the criminal justice system, and crime prevention programs.

Study Aids

Have students go to the library and identify 10 journals dealing with crime and delinquency. Then, have them compile a list of the major subjects discussed in the journals.

IV. THEORETICAL PERSPECTIVES

The determinants of criminal behavior are multiple and diverse. Although the discussion focuses on the sociological perspective, the importance of biological and physiological determinants are pointed out. The strengths and weaknesses of each theory are explored.

A. Selected Issues

- Theory: how much or how little?
- Multidisciplinary vs. interdisciplinary approach.
- Who is the criminal? Conduct norms vs. legal definitions.

B. Theories

1. The Chicago School
   Emphasis is on the importance of neighborhoods and environmental factors which generate certain values, standards, norms, attitudes, and styles of behavior conducive for violation of the law. Theorists include Thrasher, Shaw, McKay, and Turner.
2. The Theory of Differential Association (Edwin Sutherland)
   Crime and delinquency is a social condition that is a result of learned behavior, exposure to criminal role models and law violating definitions. The "theory of cultural transmission" is also described.
3. "Other People's Money" (Donald Cressey)
   Factors influencing white collar crime, including a non-sharable problem, rationalization, and opportunity.
4. Anomie (Robert Merton)
   A theory grounded in the functionalist tradition. Individuals are blocked from achieving goals set by

society. Crime and delinquency result from alienation.

5. The Theory of Delinquent Subculture (Marvin E. Wolfgang; Albert Cohen)
   This theory recognizes that delinquent subcultures have their own system of values and lifestyles which are separate from the standards of behavior in larger society.
6. Differential Opportunity Systems Theory (Richard Cloward and Lloyd Ohlin)
   This theory recognizes three distinct types of subcultures: criminal, violent and retreatist. The significance of opportunity, alienation, and criminogenic associations is explained.
7. The Theory of Lower Class Culture and Violent Gangs (Walter Miller)
   This theory incorporates concepts of female based household, male role identification, one sex peer groups and lower class focal concerns. This theory breaks with the tradition of the delinquent subculture.
8. Containment Theory (Walter Reckless)
   The crucial variable determining whether an individual will engage in criminal behavior is self-concept. This theory offers a menu of criminogenic influences and constraints which act as pushes, pressures, and pulls on the individual. This multidisciplinary theory of crime and delinquency leaves many questions unanswered.
9. Middle Class Delinquency Theory (Edmund Vaz)
   Analysis of adolescent youth culture and adolescent rebellion.
10. Radical Criminologists (Richard Quinney; Jeffrey Reiman)
    Aim goes beyond restructuring society. This approach advocates radical changes in the economic, social and legal systems.

C. Do the Theories Fit the Facts? Cohort Studies

Definitions, explanations and comparisons of cohort studies on crime and delinquency by Marvin E.Wolfgang and the RAND Corporation.

D. Study Aids

Film: The Young and the Damned. This film deals with lower class delinquent gangs in Mexico. It provides the student with illustrative concepts of different theories.

V. REPORTING CRIME: THE LIMITS OF STATISTICAL AND FIELD DATA

The purpose of this section is to provide an understanding of the major techniques utilized to measure crime and delinquency; their strengths. limitations, validity, and creditibility.

A. Selected Issues
- . What can we tell from statistics?
- . How well do "numbers" measure crime?
- . The "dark numbers" of crime.

B. History
Discussion of early procedures for collecting, measuring, and analyzing statistics.

C. Reasons for Reporting Crime
Causational issues and the operation of the Criminal Justice System.

D. Levels of Crime Statistics
Various levels of statistical analysis are discussed, including crime occurrences, offenses reported and recorded, arrests, indictments, and commitments. Attrition of cases is highlighted.

E. Reliability of Statistics
A review and critique of official police, court, and correctional statistics.

F. The Uniform Crime Reports (UCR)
Origin, rationale, and limitations of the UCR.

G. The Sellin-Wolfgang Index
This qualitative method for measuring delinquency is explained and compared to the UCR.

H. Field Data
Includes self-reporting and victimization studies.

I. Study Aids
Application of Sellin-Wolfgang scores to scenarios of delinquency. Compare these to UCR scores.

VI. THE CRIMINAL JUSTICE SYSTEM (CJS)
Emphasis is on how to conduct research on criminal justice organizations, including the police, courts, and corrections. Sentencing is the primary illustrative example.

A Selected Issues
- . A system or nonsystem?
- . Effectiveness and efficiency.
- . How useful are improvements?

B Problems in Research on the Criminal Justice System
1. Access to data, negotiation, continuity of research and ethical commitments.
2. Methodological concerns including types of data, sample design, and the implementation of research.

C Issues in Research on Sentencing

Aims of sentencing, discretion, personal attitudes and biases, prediction of dangerousness, disparity, corollary system effects, locus of decision-making, and personal accountability.

D Selecting a Research Topic: Determinants for Sentencing

This section focuses on sociodemographic determinants, legal factors, and human and personal determinants.

E. Conducting the Research

An illustration of commitment sentences is presented, including definitions, hypotheses, problems, and issues related to sentencing.

1. Definitions

   Definitions of different types of discretionary and nondiscretionary sentences are examined including definite, determinate, indeterminate, mandatory, flat, minimum, presumptive, and open sentences.

2. Sentencing Consequences

   The sentencing controversy: Robert Martinson vs. Ted Palmer. Evaluation of sentencing consequences.

G. Study Aids
1. Film: Police Tapes. This film offers the student a taste of the average work day of a police officer. Examples of law enforcement, service and the maintenance of law and order are illustrated.
2. Students are required to adjudicate various criminal scenarios and provide sentences with written explanations.

Selected Readings

1. Current Perspectives on Criminal Behavior: Essays on Criminology, (Second Edition), Edited by Abraham S. Blumberg. New York: Knopf and Co., 1981. This reader will be used throughout the semester for theoretical and statistical background.
2. Research on Criminal Justice Organizations: The Sentencing Process, by Bernard Cohen et. al. Santa Monica, Calif.: The Rand Corporation, 1976. This work was prepared under a grant from the Department of Justice.

Requirements: The requirements for this course include two or three essay type examinations.

Contributed By: Phyllis D. Coontz
University of Pittsburgh

THE FEMALE OFFENDER - A.J. 861

This course is intended to survey the major issues which are related to women and crime. The focus in the course will be on what is meant by crime, examining how crime is measured, what specifically is the role of women in generating crime, female involvement in the early stages of processing through the criminal justice system, women behind bars, female criminality in other cultures, and trends for the future.

Basic to your examination will be an assessment of the major theoretical explanations which have been put forth to interpret female criminality. We will critically assess these on the basis of their conceptual frameworks and the extent to which these have been integrated and operationalized in studies of female criminality.

REQUIRED READINGS

There are three required texts for this course:

1. Women, Crime and the Criminal Justice System, by Lee Bowker, Lexington Books, 1978. This book is on reserve in the library.
2. The Criminal Justice System and Women, eds., Barbara Price and Natalie Sokoloff, Clark Boardman, 1982.
3. Women, Crime and Justice, eds., Susan Datesman and Frank Scarpitti, 1980.

COURSE REQUIREMENTS

There are three requirements for this course, which are:

1. A mid-term examination. This exam is an essay exam covering material from the first lecture through the mid-term date. This exam will count toward 30% of of your final grade.
2. A final examination. This exam is an essay exam, covering material from the mid-term date through the scheduled final exam date. This exam will count toward 30% of your final grade.
3. A field study term paper. This paper will be the product of field research you will do wherein you will select a community program to visit and to observe which deals with women as offenders or as victims of crime. The method of your paper follows a quasi-ethnographic method which means that you are to obtain as accurate a description of

the operations (what the program does) of the program from your visit and observations. You will not be expected to augment this field research with any additional outside reading. The paper will be derived from your field research!

You are expected to make the program selection yourself, make the arrangements for a visit yourself, and naturally, to follow-through with your visit. Your papers are limited to SIX double-spaced, typewritten pages. You are expected to follow a standard academic format of an introduction, the body, and a summary. Your papers are due on Dec. 5th and are to be turned in to me during the class period. I have a policy which is that any paper which is turned in after class on December 5 will be treated as a LATE PAPER, and late papers will be penalized ONE FULL LETTER GRADE.

Your papers will count toward 40% of your final grade. (Editors' note: A course schedule listing reading assignments from the texts has been deleted.)

Evaluation

Your grades will be determined on the basis of your PERFORMANCE on your exams and your paper. You must demonstrate a knowledge of the materials as well as be able to interpret and analyze the class-related materials.

To facilitate your field projects, you will be given three full class periods for conducting your field research.

Contributed By: Phyllis D. Coontz
University of Pittsburgh

SUPPLEMENTAL HANDOUT FOR "THE FEMALE OFFENDER" (A.J. 861)

This course is designed to examine women's relationships to social institutions by using the female offender as a prototypical case. The types of offenses which are typical of female involvement in criminality tend to be income-generating offenses. In fact, when compared to their male counterparts, females account for a very minute segment of violent criminality. In addition, their overall representation in measured crime is strikingly disproportionate to their representation in the general population. Based on data from other countries, these patterns are not restricted to American criminality, but are consistently found in other societies and at different points in time. It is not unreasonable to expect some variation in female involvement in criminality across different cultures since clearly societies differ with respect to economic, political, legal, educational and other social institutions. However, such is not the case. The fact is that female involvement in crime is typically nonviolent and strikingly disproportionate.

In this course, the basic point of departure in the analysis of female criminality is that the process of becoming a female offender, i.e., the types of crime typically committed by females and their processing through the criminal justice system, is inextricably tied to the socioeconomic problems encountered by all women. Anyone even remotely acquainted with women's social status and their relationships to social institutions knows that women categorically have been accorded differential status and access to socially desirable roles. Historically, the lone area where women have reigned supreme is in the home where they have been expected to attend to the needs of the family in order to realize their "natural" destiny as women. This course is designed to approach some of the major issues associated with sexual dimorphism and the division of labor by examining, historically, women's place in society and their relationships to social institutions. The female offender is then used as the prototype of women in general. The female offender epitomizes gender inequality. What happens to the female offender as she is identified and processed through the various legal stages of the criminal justice system reflects the minority status of women in general.

I have organized the course into eight substantive sections. In the first section, the basic parameters of crime are presented to provide the student with a background for analyzing crime. Thus, such substantive areas as defining and measuring crime are presented. Additionally, women's location in measured crime is presented and then contrasted with male criminality. The student learns about the sociological dimensions of crime, criminal law (both substantive and procedural), and how crime is measured. The second section of the course builds upon female involvement in crime by juxtaposing the female offender with the typical female in society. In order to do this, the course examines the images of women projected in popular media, art, and literature. We then consider how these images have been used to justify inequality throughout history. A profile of the typical female is constructed, drawing upon popular images in society and this is contrasted with a demographic profile of the female offender. Ironically, the female offender is the embodiment of all of the negative characteristics attributed to the stereotypical fallen/immoral female.

In the third section of the course, I attempt to link popular images of women to the major theories which have been developed to account for female criminality. Students are introduced to the demonological approach, the biological approach, the psychological approach, and the sociological approach to crime. Each theoretical approach is assessed on the basis of its explanatory power by evaluating basic concepts, how these are operationalized, and the way these have been tested. I then emphasize the need for an integrated approach to the study of female criminality.

The fourth section of the course is devoted to an examination of the structural components and functions of the criminal justice system. It is here that an historical review of women and the legal system is presented. I then trace the female offender through the stages of the criminal justice process starting with the making of the law through to the sentencing of offenders. Here, students are presented with an historical review of the methods and justifications used for punishing offenders. The birth of the prison is examined as a uniquely American invention. This history is then used as the backdrop against which the modern correctional situation is explored. Different correctional facilities are identified and differentiated and then framed within the contrast between the female and male prison experience.

In the sixth section, the juvenile female offender is given special attention and I provide students with an historical account of the development of the juvenile court. The seventh section of the course concentrates on capital punishment and examines the conditions under which women who have been condemned to die must live while awaiting execution. In the final section of the course some of the major policy implications are once again identified and presented in terms of projections of future female criminality. By the end of the course, students have been introduced to the special nature of female criminality and how the female offender's problems and experiences exemplify those of women in general.

I use four films in this course which augment the reading and lecture materials. The first film which is used is "Rosie the Riveter" which illustrates the point at which women were recruited for the workplace during World War II to produce war material and then the subsequent effort to return women to the home when soldiers came back from the war. This film nicely underscores women's growing participation in the workplace, and their continued lack of reward or value in the workplace. The second film which is used is "Battered Women" which illustrates traditional sex roles in a context of domestic violence. The third film I use, entitled, "The Dozens," illustrates the institutionalized experience for female offenders. The fourth film I use is a video entitled, "Women Who Kill" in which eight women are interviewed regarding their participation in homicide.

Contributed By: Frank Cullen
University of Cincinnati

CRIMINOLOGY

Course Requirements

1. Tests: There will be two examinations, a mid-term and a final. The final exam will be cumulative, though the emphasis of the final will be on the material covered after the mid-term.

2. Missing Exams and Make-Ups: Anyone missing an examination who does not have a reasonable excuse will not be permitted to make up the exam and will receive a grade of "0" . A "reasonable excuse" would include having an ax murder in your family or your own untimely death. Anyone who misses an exam and has a reasonable excuse must contact me no later than the class following the exam. Please note that the make-up will not be the same as the regular exam.

3. Cheating: Anyone caught cheating will automatically fail the course. You are responsible for not permitting misuse of your own work (e.g., other students copying your answers during an exam.)--if two answer sheets are identical, both students will fail the course.

4. Reading Assignments: Required readings (as well as suggested readings) are contained within the class outline. While I will mention what you should be reading, it is also your responsibility to anticipate the materials you should be looking over. There are several selected readings on reserve in the library that have been assigned as well as four paperbacks: Reiman, THE RICH GET RICHER AND THE POOR GET PRISON: Klockers, THE PROFESSIONAL FENCE: Shields, GUNS DON'T DIE -- PEOPLE DO: and Cullen and Gilbert, REAFFIRMING REHABILITATION.

5. Class Attendance: When students fail to show up to my class, I feel that they do not like me and my feelings get hurt. As a result, class attendance is required. I will take attendance every class during the quarter. Except for the first absence, one letter grade will be subtracted from your final grade for every absence. Students who do not miss any classes will have 3 points added to their final grade. Excused absences are permitted and will not hurt your perfect attendance record.

6. Class Participation: The more that I hear from you, the kinder I will be when I compute your final grade.

7. Demeanor in Class: I expect all members of the class to be on time. During class sessions, I will not allow anyone to take a nap, write letters, study for another course, read a newspaper, put on your coat and close your notebooks to let me know you want to go home, etc. If you come to class, it is your responsibility to look interested, even if this requires an award-winning performance on your part.

8. My Philosophy: I genuinely want you to learn about the central criminological issues of today and have fun doing it. I do not want grading to get in the way of this goal but rather to encourage it. If you come to class and put time in on my study guides, there is no reason why you shouldn't be able to obtain an honor grade.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. Do you think that America:
    a. is bound by its very nature to have a higher crime rate than most other societies?
    b. could have a much lower crime rate than other societies if only we did a better job at punishing criminals?

2. Which of the following crimes is the most serious:
    a. white collar crimes?
    b. traditional street crimes (e.g. robbery)?

3. Do you think that there has been a significant rise in the amount of violent crime by women?
    a. Yes
    b. No

4. Do you think that crime pays in our society?
    a. always
    b. usually
    c. sometimes
    d. never

5. Do you support the use of capital punishment?
    a. Yes
    b. No

6. Do you think that we should pass laws that control who can own handguns?
    a. Yes
    b. No

7. Do you think that the government should use police and the courts to try to reduce or stop such crimes as prostitution,

pornography and drug use?
   a. Yes
   b. No

8. When a person violates the law, what should we do with them?
   a. punish them so that they will pay society back for the harm their crime did and be deterred from future crimes?
   b. try to rehabilitate them so that they will return to society as productive citizens?

EXTRA CREDIT PAPER

Every student who has good attendance has the option of writing an extra credit paper. In order to earn any extra credit, the paper must follow the rules listed below.

TOPIC:
With the exception of capital punishment (no extra-credit papers can be written on this topic), select any one of the seven controversies listed on your course outline. Write a paper that describes the nature of the controversy and explain why you believe one side of the controversy to be correct.

TITLE:
The title of your paper must be the title of the controversy listed on your course outline (e.g. Crimes of the Rich and Poor: Which are More Serious?)

REFERENCES:
All papers should be researched and contain references. You should use at least 5 sources in your research. It is up to you to go to the library and find the sources.

LENGTH:
Approximately seven pages.

STYLE:
All papers must be typed and well-written.

POINTS:
A student may earn anywhere from 0 to 5 points on his/her final grade. The amount of points that I will award you will be determined by the quality of your work. I would suggest that you do not write a paper if you are not willing to do good work.

NUMBER OF PAPERS:
Students with good attendance may write as many papers as they like, each one worth anywhere from 0 to 5 points.

CAUTION:
Any paper not following directions will not be awarded any extra-credit points. In particular, any paper not written on one of the seven controversies listed on your course outline will not be read by me or considered for extra credit.

DUE DATE:
Two (2) weeks before the end of the quarter; not during the final week of classes.

COURSE OUTLINE
PART I: CRIME IN AMERICA

CONTROVERSY 1. The Problem of Crime: How Does America Rate?
A. Crime in America: Statistical Dimensions of the Crime Problem
B. Is America Criminogenic? -- Criminal Justice Policy vs. Root Causes

Readings:
1. Eugene Doleschal, "Crime--Some Popular Beliefs" (on reserve).

CONTROVERSY 2. Crimes of Rich and Poor: Which are More Serious?
A. Traditional Image of Crime
B. Attacking the Traditional Image of Crime
C. Costs of Crime: Which is More Serious?
D. Public Attitudes

Readings:
1. Jeffrey Reiman, THE RICH GET RICHER AND THE POOR GET PRISON.

CONTROVERSY 3. Women and Crime: Is There a New Female Criminal?
A. Traditional Patterns of Female Crime (rates and types)
B. Changing Patterns of Female Crime: Is There A New Female Criminal?
C. Does Women's Liberation Cause Crime?

Readings:
1. Francis T. Cullen et. al., "Sex and Delinquency: A Partial Test of the Masculinity Hypothesis" on reserve.
2. Freda Adler, "Changing Patterns" on reserve.

CONTROVERSY 4. Does Crime Pay?
A. Two Images of the Criminal: The Classical and Positivist Schools of Criminology
B. Does Crime Pay?--The Costs and Benefits of Crime
C. Does Crime Pay?--A Resolution
D. Reducing Crime: The Classical Approach--Can It Work

Readings:
1. Carl Klockars, THE PROFESSIONAL FENCE.

MID-TERM EXAMINATION !

CONTROVERSY 5. Capital Punishment: To Kill or Not to Kill?

A. History of Capital Punishment: The Supreme Court Decides the Issue.

B. Public Opinion About Capital Punishment

C. Arguments For and Against Capital Punishment: Utility and Justice/Morality

Readings:

NONE

CONTROVERSY 6. Gun Control: Guns Don't Kill, People Do vs. Guns Don't Die, People Do

A. Gun Ownership in America

B. Public Opinion About Gun Control

C. Arguments For and Against Gun Control

Readings:

1. Pete Shields, GUNS DON'T DIE, PEOPLE DO.

CONTROVERSY 7. (to be covered only if time permits) Victimless Crimes: Should the State Intervene?

A. Deviance and State Intervention

B. Victimless Crimes: What Are They?

C. The Criminalization of Victimless Crimes

D. State Control of Victimless Crimes: Alternatives and Trends.

Readings:

NONE

CONTROVERSY 8. Crisis in American Criminal Justice: Should We Punish or Rehabilitate?

A. Classical and Positivist Schools of Crime

B. The Rise of the Therapeutic State

C. Attacking Rehabilitaton

D. Reaffirming Rehabilitation

Readings:

1. Francis T. Cullen and Karen E Gilbert, REAFFIRMING REHABILITATION.

Contributed By: M.L. Dietz
University of Windsor

COURSE OUTLINE: SOCIOLOGY OF CRIME AND CRIMINALITY

Objectives of the Course:

1. To acquaint the student with the basic definitions and

historical development of the legal conceptions of crime and the study of criminology;

2. To examine theoretical approaches to the study of crime and criminals with particular emphasis on major sociological theories;
3. To introduce students to research findings on various types of crime and criminals.

Requirements of the Course:

1. Reading, as assigned from the following texts:

George B. Vold, Theoretical Criminology, 2nd Edition. Oxford University Press, 1979.
Mary Alice Beyer-Gammon, ed., Violence in Canada. Methuen, 1978.

[Editors' note: Mary Lorenz Dietz, Killing for Profit. Nelson Hall, 1983 could suitably be added here.]

2. Research Paper - "Doing Criminology"

Length - 20 pages (minimum 15, maximum 25)

Format - Typed, double-spaced, 2" side, 3" top and bottom margins, a reasonably new ribbon. Untyped papers will be accepted in the same format if printed or clearly written. Any quoted material should be done in the style accepted by Turabian's style manual, or as done in journal articles.

Content - Students will be expected to do direct observations on some aspect of criminology. This can be a detailed account of how students plagiarize and rationalize doing it, or how they steal from the university bookstore or faculty offices. Thus, the assignment does not have to deal with the career criminal or entail your involvement in existing criminal subcultures. It does have to involve intimate, first-hand observations, accounts and an analysis of actions, motivations, situations, roles and group involvement. Insurance fraud, pool and card hustles, dope dealing, skipping out on bills, etc. are all possibilities. Extra reading in the subject area will be helpful to you but is not required. It is required, however, that the concepts used in sociological studies of this nature be used, and used correctly.

3. Grading - Grades will be based on the research paper and

on two exams, as follows:

research paper = 35%
mid-semester = 30%
final = 35%

The final exam will be comprehensive in that some of the questions will cover material prior to the mid-semester, although the emphasis will be on the material after that point. Exams will cover both reading and lectures.

DUE DATES AND ASSIGNMENTS

The course is divided into two major sections. The first section focuses on the abstract, including background definitions and theories. The second section focuses on the concrete aspects of crime and criminality.

Section I

1. Crime, Criminal Law and the Origins of Criminology. September 14-30 (Vold - Chapters 1-8).
2. Sociological Theories of Crime and Criminality. October 1-22 (Vold - Chapters 9-14; Beyer-Gammon, Introduction, Chapters 1-3.)

Section II

3. Crimes of Violence: Murder, Rape, Robbery, Assault, Spousal and Child Abuse. (Beyer-Gammon - Chapters 2,4,5,7 and 8-11.)
4. Nonviolent Crime: Theft, Cons, White Collar, Corporate, Vice. (Vold - Chapters 16,17 and 18.)

RESEARCH PAPER IS DUE ON DECEMBER 2ND.
NO EXCEPTIONS WITHOUT A DOCTOR'S EXCUSE.

RECOMMENDED READINGS

Below are listed some readings that you might find useful. They include readings on participant observer methods and some studies done in this method.

Participant Observer Methods

John Lofland, Doing Social Life. Wiley 1976.
------------ Analyzing Social Settings. Wadsworth, 1971.
William Filstead, Qualitative Methodology. Markham, 1970.
McCall and Simmons, Issues in Participant Observation, Addison Wesley, 1970.
Shatzman and Straus, Field Research. Prentice-Hall, 1973.
Shaffir, Stebbins, Turowetz, Field Work Experience. St. Martins, 1980.

STUDIES

Prus, Roadhustler.
--- , Hookers, Rounders and Desk Clerks.
Letkeman, Crime as Work.
Einstader, "The Social Organization of Armed Robbery," Social Problems, 1969.
Gale Miller, Odd Jobs. 1978.
Neal Shower, "The Social Organization of Burglary," Social Problems, 1973.

Contributed by: Patrick Donnelly
University of Dayton

CRIMINOLOGY (SOCIOLOGY 327)

I. Course

This course is designed to raise thought-provoking questions and to challenge commonly-held views about the nature of crime in the United States today. The basic premise of the course is that law, crime, and crime control are social phenomena and can be adequately understood only by analyzing their relationship to the broader social context in which they exist. Laws, for example, are not created in a social or political vacuum. Rather, they are created by political bodies whose conceptions of the world are heavily influenced by the activities of various interest groups. The role of the political bodies themselves is limited by social- structural arrangements which suggest that the state can "act" in some cases but cannot "interfere" in others. What is viewed as a normal, routine act by the government at one point in time may be seen as interference at another time because of changes in the social environment.

Similarly, crime in today's society cannot be viewed apart from the rest of society. One obvious demonstration of this is that crime rates for certain offenses increase during periods of economic depression, while other rates decrease. This suggests that the economy affects crime. A second illustration concerns the relationship between social class and criminality. French law "in its majestic equality prohibits both rich and poor alike from sleeping under the bridges of the Seine." In other words, where we stand on the social ladder affects the types of crimes we are likely to commit.

A third aspect of the course, crime control, is likewise affected by the social environment. The law enforcement system that we recognize today is the result of many socio-historical changes. For example, police departments were first created to put down large-scale social and political unrest that threatened the existing authorities. The size of the departments increases most dramatically during periods of domestic turmoil and violence. This suggests that the police are also affected by broader social issues. Similarly, regulatory agencies designed to deal with white-collar and corporate crime change their enthusiasm for enforcement activities depending upon the political party in control in the White House.

This course will review some of the traditional perspectives of law, crime, and crime control before examining more recent sociologiccal analyses of these phenomena. We will deal with two relatively recent outgrowths of traditional criminology when we discuss the sociology of law and corporate crime. These areas were generally overlooked in most criminological research until the 1970's. Since then, a considerable amount of research has been done in these areas. We will discuss some of the more interesting, enlightening, and challenging aspects of this research.

In general, there are three goals of this course. The first is to learn and understand the material covered in lectures and the readings. In essence this means knowing "the facts." The second goal is to be able to see the relationship between data and theory or between events and concepts as they relate to the subject matter of law, crime, and justice. This requires that the third goal be attained--to develop and refine our analytical skills as they relate to this subject matter so that we can use them in other courses and in our daily lives.

II. Textbooks

Ermann, M. David and Richard Lundman. Corporate Deviance. Holt, Rinehart and Winston, 1982. (Text)
Ermann, M. David and Richard Lundman. Corporate and Governmental Deviance. Second Edition. Oxford University Press, 1982 (Reader)
McCaghy, Charles. Crime in American Society. Macmillan, 1980.

Since all three books have been used before for this course, used copies should be available in the U.D. Bookstore.

III. Course Requirements

1. Required readings must be completed prior to the class for which they are assigned. Class participation in the form of questions, criticism and discussion can affect the final grade by as much as one letter grade.

2. There will be two tests during this semester (mid-term).

Each will be worth one-quarter of the final grade. These tests will consist primarily of short answer and essay questions.

3. The final exam will account for one-quarter of the final grade and will use the same format. It will cover material from the entire course but will emphasize material covered since the last test.

4. Each student will be responsible for an original research paper of at least 10 typed, double-spaced pages. Details on the type of paper expected, subject matter etc. will be discussed in class. The paper is due on Dec. 2 and will account for one-quarter of the final grade. A one-page description of your topic, with at least four references you will use, is due on Oct. 14. Drafts of the final paper may be submitted at any time prior to November 18 for the instructor's comments, suggestions, and tentative grade. You may then make changes in the paper and re-submit it on Dec. 2. Papers handed in late are penalized one point per day (based on a total of 25 points).

IV. Student Evaluation

Student evaluation will be based on the mid-term exams, the term paper, the final exam, and class participation. All exams will include a balance of questions taken from the readings and from lectures. If you miss a class for any reason, be sure to obtain notes from another student. If you have difficulty understanding someone else's notes, please feel free to meet with me to discuss the material. The scale scale for course grades is:

A = 90 and above
B = 80-89
C = 70-79
D = 60-69
F = Below 60

V. Schedule

The following is an outline of the material we will be covering during the semester. As you are well aware, the best laid plans of mice and men and women often go awry. Everything does not always go according to schedule. During the next 15 weeks, we are going to go ahead and fall behind this schedule at various times. If the class is particularly interested in certain topics, I am not going to move on to the next section just for the sake of staying on schedule. Or, if one section or issue proves difficult, we will not go on to the next until the important concepts and ideas are understood. It is important that you come to class to know where we are in the course.

Date	Topic	Readings
Aug. 24-29	Introduction What is Sociology? What is Criminology? What is Crime?	
Aug.31-Sept.12	Sociology of Law	McCaghy: Chaps 1,9.
Sept.14-19	Criminological Research Methods	McCaghy: Chapter 2
Sept.21-Oct.5	Criminological Theory Non-sociological Sociological	McCaghy: Chapter 3
Oct. 7	FIRST EXAM..................	All material to date
Oct. 12-21	Interpersonal Violence Homicide Assault Rape Robbery	McCaghy: Chapter 4; also, pp. 137-147.
Oct. 24-31	Organized Crime	McCaghy: Chapter 6.
Nov. 2-7	White-Collar Crime	Text: Chapters 1,2 Reader: Articles 1, 3, 4.
Nov. 9	SECOND EXAM................	All material since last exam.
Nov. 11-23	Types of White Collar Crime	Text: Chaps.3,4,5,6 Reader: Section 3, Introduction, Articles 5,6,9,10.
Nov. 28 - Dec.2	Reaction to White Collar Crime	Text: Chaps. 7,8 Reader: Articles 12, 13,14.
Dec. 5-7	Tying It All Together	
Dec. 9	Review for Exam	
Dec. 14..........	FINAL EXAM: 8:00 A.M.........................	

Contributed By: Ron Fagan
Pepperdine University

SOCIAL SCIENCE 572: CRIMINOLOGY

Course Description:
It is possible to identify three basic goals of the educational process: (1) to bring each student to a point beyond which he/she can educate him/herself; that is, to develop the student's capacity for self-directed or self-motivated learning; (2) to promote the acquisition of a body of knowledge, frame of reference, interpretation of reality, or discipline which has particular relevance to the life of the individual possessing it; and (3) to demonstrate the art of utilization of knowledge to the life one lives and in the society in which one lives. The process of learning moves naturally from experience through perception to abstraction or conceptualization in a continuous process that cannot be clearly divided into separate stages. The experience, though, is the starting point, not the end in itself.

The course will present an overview of most of the aspects of criminology and the criminal justice system including crime, the measurement of crime, etiological theories of criminal behavior, the law, the criminal justice system, correction and rehabilitation.

Examinations:
There will be three examinations in the course. Because each examination covers a commplete unit there will be no comprehensive final. (The last exam will take place during finals week.) Examinations will cover the textbook material, lectures, films and speakers. The format of the examinatons will consist of a combination of multiple choice and essay questions. No late examinations will be given. If an emergency develops, the instructor must receive notification prior to the examination. There will be no exceptions to this rule.

Assignments:
Because of the instructor's feeling that some of the best learning takes place when students are actively involved in the learning process, a significant part of the course will consist of student's gaining first-hand experience with the criminal justice system.

Assignment I:
One of the assignments will be to visit or experience some aspect of the criminal justice system. While more details will be given in class, this can consist of such things as visiting a correctional institution, riding with a police officer, visiting a rehabilitation agency for ex-offenders, or attending a court

session. Your choice of assignment must be approved in advance by the instructor. [Editors' note: For information about this assignment see Description of Criminal Justice Agency Visit, Part One in this handbook.]

Assignment 2:
You will be required to write a book commentary on the book Manny. (The material in Manny will also be required for the second examination.) [Editors' note: for description of this assignment, see Book Commentaries -in this handbook.]

Attendance:
Attendance will not be required or recorded. At this stage of your life, you should be able to make intelligent decisions about the appropriateness of attending class. The only exception I make is that attendance will be required for outside speakers. Because most of the material presented in class will not be covered in the textbook materials and because a number of the assignments will require group participation in class discussion, attendance at class sessions and participation in class sessions is essential. It is also essential that all students be in the classroom at the appropriate time for class.

Cheating:
If any student is caught cheating on an examination (including copying from another student's examination and/or using unauthorized notes or materials) or an assignment (including plagiarism from a person, paper, book, journal, or someone else's work), he/she will be turned over to the Ethics Committee to determine innocence or guilt, and appropriate sentence. There will be no exceptions.

Grading:
The three examinations will be worth 20 percent each, for a total of 60 percent of your final grade. The Agency Visit (Assignment I) is worth 10 percent, Manny commentary (Assignment II) is worth 15%, and class assignments will be worth 15 percent of your final grade. You must complete all the assignments to receive a passing grade in the class.

READINGS, ASSIGNMENTS, EXAMINATIONS

DATES	TOPICS	READINGS Reid/ Rettig	ASSIGNMENTS	EXAMS
Jan 5-6	Introduction			
Jan 9-13	Crime, Criminals Criminology	1		
Jan 16-20	Concept and Purpose			

	of Law; Measurement and Research	2.3		
Jan 23-27	Individualistic Theories of Criminal Behavior	4		
Jan 30- Feb 3	Sociological Theories of Criminal Behavior	5,6		
Feb 6-10	Types of Crime: Property and Persons	7	1-4	
Feb 13-17	Types of Crime: Public Order: Under and Upperworld	8	5-9	
Feb 20-24	American System of Criminal Justice	9		*Manny* (Assignment II)
Feb 27- March 2	Police	10		
March 5-9	Court System	11-13		
March 12-16	Punishment	14		
March 19-23	Prison and Prisoners	15,16		
March 26-30	Prison	17		
April 2-6	Rehabilitation	Epilogue		Agency Visit (Assignment I)
April 9-13	Final Examinations			

Textbooks: *Crime and Criminology*, Third Edition, by Sue Titus Reid, and *Manny: A Criminal Addict's Story* by Rettig, Torres and Garrett. Both books are required. In addition, there is a student study guide (to accompany Reid's book) which is optional.

Contributed By: Brenda Forster
Elmhurst College

CRIMINOLOGY

Description

Students will examine the social and structural components of crime and the legal/penal system. Various theories purporting to explain criminal behavior will be discussed. The effect of social control on criminal behavior and on the form of the legal/penal structure will be analyzed. Special emphasis will be placed on current issues in criminology. The course will be conducted in seminar format.

Objectives

Upon completion of this course the student should be able to:

1. Describe the various social facts about the distribution and handling of criminal behavior;
2. Discuss basic concepts and theories about criminal behavior;
3. Document and analyze criminal/legal processes and issues.

Approach to the Course

The objectives of this course are to help the student:

1. Learn about criminal behavior and the legal/penal system in contemporary, urban society;
2. Become aware of the merits and limitations of various analytical and empirical methods of reporting criminal activity;
3. Understand the social, symbolic and collective sources and effects of criminal behavior;
4. Understand and use conceptual frameworks which make possible comparison of various kinds of criminal behavior;
5. Apply sociological concepts to discuss criminal justice system issues.

The fundamental, general requirement is to read, study, discuss and write about issues in criminology. To this end each student must:

1. Study, organize integrate and criticize the ideas in the assigned texts;
2. Apply the concepts to actual criminology issues.

Required Texts

The following books may be purchased at the college bookstore:

John E. Conklin. Criminology. New York: MacMillan, 1981
Johnston and Savitz. Legal Process and Corrections. New York: John Wiley, 1982.
* Lee Bowker. Women and Crime in America. New York: Macmillan, 1981
* Jeffrey Reiman. The Rich Get Richer and the Poor Get Prison. New York: John Wiley, 1980
** Burt Galaway and Joe Hudson. Perspectives on Crime Victims. St.Louis: C.V. Mosby, 1981.
** Arthur Niederhoffer. Behind the Shield: The Police in Urban Society. New York: Anchor, 1969.
** Neal Shover. A Sociology of American Corrections. Homewood, Il.: Dorsey Press, 1979.

*Choose 1 of these 2.
**Choose 1 of these 3.

Additional Readings

The student is expeted to select appropriate resources for specific areas of need and interest. Some good sources for additional references are the following:

Bibliographies from assigned materials
Library Topic Index
American Journal of Sociology
American Sociological Review
Jrnl of Criminal Law and Criminology
Law and Contemporary Problems
Civil Rights Digest
Social Forces
Criminology
Social Problems
Federal Probation

Evaluation

The student will be evaluated by the following:

1. Participation in discussion seminars including presentation of assigned readings;
2. A mid-term exam or crime journal;
3. Presentation of a criminal topic (Note: Students wishing 3 units of credit omit #3);
4. A final exam or field project.

Oral Presentations

Oral presentations will be evaluated by the attached Oral Presentation Evaluation Form. Written presentations should conform to appropriate scholarly format and reflect academic honesty. Written work should be double-spaced and either typed or hand printed. It is suggested that the student retain a copy of any work submitted. Students gaining fewer than 300 points on a project may, with written permission from the instructor, be granted one additional opportunity to re-do the project. Make-up exams and late work must receive prior permission from the instructor.

Evaluation Descriptions

1. Participation in Discussion: Because of the seminar/discussion nature of this course, each student is expected to attend the class meetings prepared to contribute to the class discussion. Attendance will be marked as present or absent. Any student identified as not participating in or adequately prepared for more than 2 class meetings will need to do an additional assignment to demonstrate grasp of the material or have the final grade lowered one grade. Excessive absences may result in failure of the course.

   The student is expected to prepare and present assigned readings. This will be evaluated in the same way as the Journal (see below). This counts for 1/6 of the final grade.

The student is expected to participate in any field trips. Participation counts for 1/6 of the final grade.

2. Mid-Term Exam: An in-class 50-question multiple-choice open book exam will be given to cover the materials from Topics I - III (Conklin Ch. 1-10.)

   OR

   Crime Journal: In lieu of a mid-term exam the student may submit a crime journal containing approximately 10 pages of application and analysis. The entries should reflect the student's application of the basic theories and concepts from the course to issues of crime in current society. All events should be explicitly analyzed using citations from class materials as appropriate. Crime events may be selected from sources such as the following:

   1. Personally observed interactions
   2. TV, movies, books, etc. situations
   3. Jokes, cartoons, pictures, ads, etc.
   4. Newspaper, magazine or journal articles, (attach copies, if possible.)

   Each journal entry will be evaluated as follows:

   E++ = 600 E+ = 575 E = 550 E- = 525 E-- = 508
   G++ = 500 G+ = 475 G = 450 G- = 425 G-- = 400
   OK++ = 400 OK+ = 375 OK = 375 OK- = 325 OK-- = 300
   D = 250 - 295
   F = 0 - 249
   (See point conversion, above)
   The final score will be the average of the entry scores. The journal counts as 1/3 of the final grade.

3. Presentation of a Criminology Topic: Students will be assigned one topic from the course material to present in a 15 - 20 minute report to the class on the date assigned. The student should utilize the text content and additional resources to enhance presentation of the issues. Students may utilize a variety of methods to present the materials (visual aids, skits, debates, etc.). While students assigned to the same topic are expected to coordinate their efforts to prevent duplication each student must be involved in presenting some aspect of the topic. The presentation counts as 1/6 of the final grade.

4. Final Exam or Field Project: Criminology majors are expected to do a field project. Students scoring at least 450 points on the exam or crime journal may do a field project. The project must be approved by the instructor no later than June 20.

The field project is to be an observational, interview or questionnaire study of some aspect of the criminal justice system. The raw data becomes an appendix to the paper. The paper is to be an analysis of issues utilizing course materials and resources to provide a framework for illustrative data from the study.

All other students will take an essay take-home final exam covering the course materials. The exam or project count 1/3 of the final grade. (See Forster reserve Sociology 211 for sample write-up Interview/Questionnaire).

The student is expected to attend the final class meeting. Failure to do so will result in a loss of 25 points from the student's final course score.

COURSE CALENDAR

B = Bowker. *Women and Crime in America*
C = Conklin. *Criminology*
G = Galaway and Hudson. *Perspectives on Crime Victims*.
J & S = Johnston & Savitz. *Legal Process and Corrections.*
R = Reiman. *The Rich Get Richer and the Poor Get Prison*.
N = Niederhoffer. *Behind the Shield.*
S = Shover. *A Sociology of American Corrections.*

Note: Dates for class discussion of material may be changed to meet class needs but the student should read the material by the dates assigned.

TOPIC	DATE	ASSIGNMENT
Introduction to the Course	6/6	Fill out forms
I. The Study of Crime	6/6,8	C. Ch 1-4
II. Theories of Criminal Behavior	6/8	C. Ch 5-9
III. Characteristics of Criminals	6/13	C. Ch 10, Film: Murder
EXAM OR JOURNAL	6/15	
IV. The Social Injustices of Crime		
Class and Crime*	6/20	R. TBA
Women and Crime*	6/20	B. TBA
Victims of Crime*	6/22	G. TBA, Film: Prisons
		C. Ch 11
V. Treatment and Control	6/27,29	C. Ch 12-15 J & S #8-15, 28-732. Public Defender* Probation Officer* Juvenile Worker*
TOPIC PREPARATION	7/4	
VI. Police	7/6	N. TBA

		J & S #1 - 7 Police Dept. Tour*
VII. Prisons	7/11	S. TBA, J & S # 16 -#27, #35-#37. Film: Stanford
VIII. Criminology Topics**	7/13,18,20	
'Victimless' Crime		
Organized Crime		
White Collar Crime		Film: Computer Spies (7/18)
Political Crime		
Drug Crime		
Sexual Crime		DEA Official*
Violent Crime		
Juvenile Delinquency		Juvenile Detention Tour*
FIELD WORK	7/25	
Field Project Reports	7/27	Last Class
Final Exam or Project	7/27	All work due by 8:20 P.M. Wed. July 27.

Give me a self-addressed, stamped envelop for return of your work.

* Speakers and tours to be announced.
** Topics to be assigned.

DISCUSSION QUESTIONS

Preparation for discussion of articles or assigned materials should include notes on the following:

1) Facts- what are the main ideas of the article?
2) Issues/Problems- what ideas, questions, issues, problems, applications does the material itself raise and/or what issues, etc. can you see in the material?
3) Solutions- what solutions are proposed, would you suggest?
4) How does the text and analytical framework tie in with this?

ORAL PRESENTATION EVALUATION SHEET

NAME ________________ SESSION______________
COURSE________________ DATE________________

Criteria

1. Sociological framework pertinent to the topic was used for analyzing and organizing the material.
2. The speaker's presentation was knowledgeable and accurate.

3. The listener was clearly made aware of how the material being presented was relevant to the problem and sociological concepts.
4. The speaker presented the material in a logical, well-organized manner.
5. Important ideas, concepts and salient features were concisely presented to the listener.
6. The high points of the presentation were acceptably impressed in the listener's mind by illustrations, and/or reinforcement, and/or reinforcement, and/or other means.

SCALE		SCORE	
Excellently	85-100 points	1.	
Well	65-84 points	2.	
All Right	50-64 points	3.	
Poorly	40-49 points	4.	
Extremely Poorly	0-39 points	5.	
		6.	
		Total	(600)

500-600 - Excellent Work. Demonstrates good command of the theories and principals from the course.
A

400-499 - Good Work. Demonstrates reasonable command of the theories and principles from the course
B

300-399 - Fair Work. Demonstrates passable command of the theories and principles from the course.
C

250-299 - Marginal Work. Demonstrates little command of the theories and principles from the course.

0-249 - Unacceptable. Demonstrates lack of command of the subject matter.

WRITTEN WORK EVALUATION FORM

The following is the evaluation form that will be used in evaluating all papers. The bracketed numbers are the total points possible. Half of any given point value is considered passing.

Theoretical Ideas (200)

Constructs (120)	Use of appropriate framework and perspective in applying theory covered in this course
Labels (80)	Explicit application of theory on the problem being discussed; concepts and technical words used where appropriate

Creativity (170)	
Novelty of Ideas (100)	Putting together diverse concepts to shed light on a problem; analyzing facts to reach a unique solution or conclusion
Uniqueness of of approach (70)	Handling a topic originally and analytically
Clarity (130)	
Logic (80)	Arguments on or analytic points ennumerated concisely, precisely, fully.
Language (5)	Ideas understandable, clear, specific
Organization (100)	
Sequencing (60)	Ideas and information given as needed to develop each topic and point fully
Structure (40)	Headings, topic sentences, summary, conclusions provided and appropriate to the topic

Style (*)

Format - correct footnotes, references, citations.
Grammar - proper sentence structure and use of words.
Spelling - correct spelling and tense of words used.
Proofreading - typographical errors, erasures, other errors corrected in final copy.
Legibility - a readable copy either typed or hand printed, double-spaced.

* Although specific points may not be given for style, each paper will be rated Excellent, Good, Acceptable or Unacceptable. A paper evaluated unacceptable in style will need to be re-done for correction of style problems. Footnotes may be placed at the end of the paper.

Contributed By: Louis R. Gaydosh
The William Paterson College of New Jersey
School of Management

INTRODUCTION TO CRIMINOLOGY (CJA 302)

INTRODUCTION TO CRIMINOLOGY

Required Text: Conklin, John E., *Criminology*, New York: Macmillan Publishing Co., Inc., 1981.

Objectives: The purpose of this course is to provide students with a critical understanding of the ways in which crime is defined, explained, and processed in the context of American society. It is expected that students will be able to conceptualize a number of alternative interpretations of criminal behavior.

Course Description: Criminology is the study of the social phenomenon of crime. Accordingly, this course explores the nature and variations of crime, as well as the causal relations between societal conditions and criminal behavior. Specific topics to be covered include: the definition(s) of crime; the measurement of crime; several theories of crime, such as anomie theory, differential association, labeling theory, etc.

Subject Matter:

Topic	Weeks
1. The Discipline of Criminology	
1.1 Defining Crime	1/2
1.2 Criminological Research	1/2
2. The Costs of Crime	1
3. The Measurement of Crime	
3.1 Official Statistics	1/2
3.2 Victim Surveys	1/2
3.3 Self-Report Studies	1/2
4. Variations in Crime Rates	1
5. Explanations of Criminal Behavior	
5.1 Biological Explanations	1/2
5.2 Psychological Explanations	1
5.3 Economic Explanations	1/2
5.4 Anomie Theory	1/2
5.5 Opportunity Structure Theory	1/2
5.6 Subculture Theory	1/2
5.7 Techniques of Neutralization	1/2
5.8 Control Theory	1/2
5.9 Differential Association	1/2
5.0 Labeling Theory	1/2

6. Opportunity and Organization for Crime	1
7. Criminal Careers	1
8. Justifications for Penal Sanctions	
8.1 Deterrence and Incapacitation	1/2
8.2 Retribution and Restitution	1/2
8.3 Rehabilitation	1/2
9. Coping with Crime	1
10. Review	1/2

Examinations: There will be a minimum of five (5) examinations given during the semester. Included will be at least four (4) "hourly" exams to be given at intervals during the semester, and one (1) final exam to be given at the end of the semester. All exams will be announced at least one (1) week in advance.

Students must take all exams in order to receive a grade for the course. Students may take a make-up exam if they miss a scheduled exam (for a legitimate reason), but they must do so before 4:30 pm of the Friday immediately following the test date. All examinations will be weighted equally in the computation of the student's final grade.

Attendance: Attendance will be recorded at each class session and students are expected to attend all classes. If a student is unable to attend a class (for any reason), he/she should notify the instructor in advance. If this is not possible, the student must make arrangements to make up whatever work he/she has missed as soon as possible. This is especially important if a student misses a test. In any event, it is the student's responsibility to complete all the work in the course. A student will not be given a grade if he/she does not complete all the work in the course.

Contributed By: T.F. Hartnagel
University of Alberta

Sept. 1981 CRIMINOLOGY Sociology 325 A2 (1981)

Course Description

Sociology 325 is an introductory survey of the sociological study of crime and is concerned with a critical examination of the theoretical perspectives and empirical research bearing upon the measurement and explanation of law-breaking behavior and the social construction of criminal laws. The course assumes that criminology is a scientific discipline in that it is concerned with a search for and explanation of general patterns or regularities underlying individual events and in its insistence that claims concerning crime be supported by adequate, verifiable evidence.

Required Texts
1. G. Nettler, Explaining Crime 2nd.ed.
2. J.H. Goldstein, Aggression and Crimes of Violence

Both are paperbacks and should be purchased immediately. All required reading will be in these texts; and you will be required to read both.

Office Hours
I would be happy to discuss your progress in the course or to discuss issues or questions arising from lectures or readings. Don't wait until the day before an exam or the last week of classes to ask for help. My regular office hours will be: M, W,F 11:00 - 12:00. If this time is inconvenient just see me after class for an appointment for some other time. My office is in Tory 5 - 26. My office phone is 432-5234. I'd appreciate not being called at home except under emergency circumstances. Messages may be left in my mailbox in the Department Office.

Evaluation
Evaluation is a necessary part of the learning experience since it provides you feedback concerning your mastery of course material. Several forms of evaluation will be used. There will be a final examination, on the date scheduled by the Registrar's Office, which will be weighted approximately one-third of your course grade. This exam may cover material from the entire course and will contain both objective and essay questions. There will also be a mid-term exam in October, on a date to be announced, which will also be weighted approximately one-third and contain both objective and essay questions. The remaining one-third of your course grade will be determined from several announced quizzes and/or assignments during the term. Students must complete both the mid-term and final exam, as well as all quizzes and assignments; failure to do so will result in a grade of zero for the missing assignment or test. Approved excuses will permit make-ups. Late assignments will be penalized in grade. For each exam and quiz students are responsible for both the required reading and material presented in lectures. Since the final exam is worth less than 40% there will be no supplementals. Each exam, quiz and/or assignment will be scored in terms of points and the total points over the course will be added together and converted to a percentage (out of 100%). These percentage grades will then be converted into the U. of A. 9 point grading system.

A grading curve will NOT be employed; therefore, you are not in competition for grades with other students. In determining the final grade in the course, for those students whose percentage grade places them just below the cutting point (i.e., 89%, 79%, 72%, etc.), attention will be given to substantial improvement in performance over the term. Final grades for the course will be posted on the bulletin board on the 5th floor of Tory outside the Sociology Department office. Please do not phone me or the office for grades.

Cheating and plagiarism are serious academic offenses and will result in a mark of zero on the test or assignment. Sometimes students are confused as to what constitutes plagiarism. Obvious examples are copying another's essay or assignment or turning in a paper produced by someone else. Plagiarism, then, is the unacknowledged borrowing of another writer's words, ideas or data. You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from another writer without ackowledging them to be his or hers. You are plagiarizing if you adopt, summarize or paraphrase another writer's train of argument, ideas or sequence of ideas without acknowledgement.

The Faculty of Arts has urged instructors in all courses to devote more attention to developing the writing ability of students. Surely one of the signs of an educated person is the ability to write clearly and correctly. Essay questions and assignments are included in this course in order to assist you in the development of your writing skills. I expect a reasonable standard of writing. Poor spelling, disjointed or non-existent sentences, poor grammar, inadequate sentence and paragraph construction, etc. detract from the ideas you are trying to express and will negatively affect your mark.

Course Format

Learning is an active rather than passive activity. You must be actively involved in your own education. This is as true for cognitive or thinking skills as it is for physical skills such as swimming. I can assist you in this learning but I can't do it for you. Simply listening to me talk isn't learning. You must be actively engaged in a number of learning activities and practice your cognitive skills in order to learn. The course will be structured, within the limitations imposed by time and class size, to assist you in this task. But ultimately the responsibility is yours. I will provide you with some suggestions for reading and studying that, if practiced, will help you develop your cognitive skills. Furthermore, the quizzes, assignments and exams will provide an opportunity to practice these skills.

The class sessions will take several forms to assist you. Given the size of the class and the introductory nature of the course, a number of class sessions will take the form of lectures designed to transmit certain concepts and information not adequately covered in the texts. However, lectures will only rarely be used to explain the texts so attending lectures will not substitute for reading and studying the texts. Hopefully, the lectures will also provide some continuity and integration for the various topics covered in the course. Some class sessions will be used to discuss material covered in the required reading, to ask you questions concerning that reading, and to provide you the opportunity to raise questions. You must, therefore, complete the readings as assigned in order to derive maximum benefit from these sessions. I will also use some class sessions to lecture on certain specific research topics such as: television and violent behavior, the subculture of violence, female crime rates, etc. These lectures will not only transmit certain information on these topics but hopefully also will demonstrate the sociological approach to asking and answering cerain kinds of questions about social reality. The assignments will provide you an opportunity to practice and apply this sociological method.

Course Organization and Objectives

The course will be organized around the following major topics: (1) the measurement of crime; (2) explanations of law-breaking behavior; (3) research on specific types of crime; (4) the definition of crime and the social construction of criminal laws. A more detailed outline of the topics to be covered and required reading is attached.

In addition to the general educational objectives implied in the above discussion, this course also has a number of more specific, substantive objectives. We will try to revise, refine and/or refute lay or commonsense wisdom which is frequently based on only casual observation. You should develop an understanding of the multiple conditions and 'dense' causal web involved in human social behavior. You should recognize that much of human behavior involves latent as well as manifest functions and causes. We will develop an ability to understand and apply sociological perspectives, and an appreciation of the difference between sociological and other explanations. You should also learn a few basic empirical techniques and develop an ability to interpret statistics and data patterns in tables, graphs and charts. Furthermore, you should be able to apply theoretical perspectives to the interpretation of relevant data.

Specifically as far as crime is concerned, we wish to develop an ability to make critical judgements concerning media treatments of crime and crime control issues and to assist you in formulating your own viewpoint. You should be able to recognize and recall certain facts about crime, definitions of concepts, as well as generalizations concerning the conditions related to crime. You should understand the social bases of criminal legislation and the nature and functions of the criminal law. You should be able to evaluate critically alternative explanations of law violating behavior and understand their assumptions and limitations. This should result in an appreciation of the range of possible explanations and reduce the temptation to be satisfied with simple answers to complex questions. Finally, we hope to develop an ability to generate hypotheses concerning the relationships among several variables such that they explain crime and to specify the appropriate empirical means for testing these hypotheses.

N = Nettler   G = Goldstein

Outline of Topics and Required Reading

1. Has crime been increasing in Canada? N: Chaps. 2,4,5, 6 (pp. 87-97)
   a. If so, which types?
   b. Has the "true" crime rate really changed? Are there really "crime waves"?
   c. How much unreported crime is there? Why do crimes go unreported?

2. How does crime vary in Canada? Where and in what social categories does it predominate? WHY? N. Chaps. 7,8
   a. Do we have a "wild west"?
   b. Why are cities generally more "crime ridden"?
   c. Are females becoming more criminal?
   d. Do "slums" produce more crime?
   e. Is there a "subculture of violence"? Who kills whom and why? N: Chap.13
   f. Does poverty cause crime? Are lower class kids really more delinquent? N: Chaps. 12, 6 (pp.97-117), 9,10

MIDTERM EXAMINATION

3. Criminal Careers: How are they produced?
   a. Does punishing criminals make them more criminal? N: Chap. 15.
   b. Are criminals born or produced?
   c. Are criminals sick?
   d. Why aren't we all (more) criminal? N. Chap. 16
   e. What (if anything) distinguishes avocational from professional crime?

4. What is a crime?   N: Chaps 1,3
   a. What are norms and why do they exist?
   b. Why do we have criminal laws?

c. What makes an act be criminal? Is there any behavior that is criminal by its very nature?
d. What causes the criminal law to change?
e. Are there too many criminal laws and therefore too many crimes?
f. Can we legislate morality? Should we?

5.	How should we respond to crime?	N: Chap. 17; G: Chaps. 5,6

Contributed by: Columbus Hopper
University of Mississippi

SOCIOLOGY 431-1 CRIMINOLOGY

1. Textbook: No textbook is required for this course this semester. However, three criminology textbooks have been placed on reserve in the library and each student is advised to read in these to supplement the lectures and discussions in class. These textbooks are:

   Reckless, Walter C. The Crime Problem
   Reid, Sue Titus Crime and Criminology
   Sutherland, Edwin H. Principles of Criminology (one of the first American textbooks in criminology and a classic.)

2. Outside reading and report:
   Each student is required to read and make a written report on two (2) articles from one or more of the following journals:
   (1) Journal of Criminal Law and Criminology
   (2) Journal of Crime and Delinquency
   (3) Criminology
   (4) American Sociological Review
   (5) Social Forces
   These reports are to be complete reviews, not simply abstracts of the articles. The reviews will be graded on the basis of the nature of the article chosen and the sophistication of the review and analysis. The reviews are due on Thursday, December 2.

3. Tests: There will be two tests and a final examination. Thus each student will be graded on four grades: two tests, the final examination, and the article reviews. Each test and the final examination will count 50 points and each review article will count 25 points. Therefore, each student will have a total of 200 points for which to strive.

4. Attendance. It is strongly recommended that the student attend each class meeting. While some students think they can read the notes and get the information which was presented in class, experience has shown that this is not true. Much material will be remembered which does not appear in notes and a student who was not present for the lectures and discussion will be at a disadvantage on the tests and examinations.

5. The Purpose of the Course.
   This course is intended to acquaint the student with the nature of crime as a sociological phenomenon and the development of criminology as a scientific discipline.

Contributed by: Peter Iadicola and Patrick Ashton
Indiana University-Purdue University
at Fort Wayne

TOPICS IN DEVIANCE: CRIME AND COMMUNITY

This course will examine the ways in which social, political and economic factors contribute to community disorganization, and the role this disorganization plays in the generation of crime. We will explore methods of crime control and adjudication -- i.e., the criminal justice system -- as it has developed historically and especially as it exists today in different social systems. Finally, we will investigate, compare, and develop ways in which the community can be organized to prevent and/or control crime. These themes will be investigated through research in the local community.

This course will be organized on a seminar format, with questions, comments, and discussion encouraged at all times.

COURSE MATERIALS

The required reading for this course will come from the following books, which are available for purchase at the campus bookstore, as well as from selected articles whch will be placed on reserve in the library. All of the following books are on two-hour reserve in the library.

Marshall B. Clinard, Cities With Little Crime: The Case of Switzerland (New York: Cambridge University Press, 1978)
Murray Bookchin, The Limits of the City (New York: Harper & Row, 1974)
William K. Tabb and Larry Sawers (eds.), Marxism and the Metropolis: New Perspectives in Urban Political Economy (New York: Oxford University Press, 1978)

David Morris and Karl Hess, Neighborhood Power: The New Localism (Boston: Beacon Press, 1975)

Victor H. Li, Law Without Lawyers: A Comparative View of Law in China and the United States (Boulder, CO: Westview Press, 1978.)

COURSE REQUIREMENTS

EXAMS There will be 2 exams covering lecture and reading materials. They will both be combination multiple-choice/essay exams. Each exam will cover several sections of the course, but they will not be cumulative. There will be an in-class review prior to each exam. The exams will be given on the following dates:

Exam #1	Wednesday	March 25	12:00 - 1:15
Exam #2	Thursday	May 7	10:30 - 12:30

RESEARCH PAPER Students will be divided into small groups early in the term. Each group will be responsible for researching and writing a paper covering each major section of the course. The paper will be evaluated on its merits and each member of the group given an identical grade. More specific guidelines for the paper will be handed out later in the term.

GRADING

Your final grade in this course will be determined according to the following weighting system:

Exam #1	40%
Exam #2	30%
Research Paper	30%

COURSE TOPICS AND READING ASSIGNMENTS

PART I THE SOCIAL AND ECOLOGICAL LOCATION OF CRIME

Weeks 1 - 3 January 14 - January 30

Topics

Crime: Definition and Methodology

Social and Ecological Location of Crime:
- Cross-National Comparisons
- Regional and Interrurban Comparisons
- Intraurban Comparisons
- Individual Characteristics

Traditional Perspectives on Social Disorganization

Geographic and Social Area Analysis of Crime

Toward a New Social Disorganization Approach

Reading Assignment: Clinard, Cities With Little Crime (entire book)

PART II A CRITICAL MODEL OF SOCIAL DISORGANIZATION

Weeks 4 - 10 February 4 - March 20

Topics
What is Community Organization?
What is Community Disorganization?
The Basic Political Economy of Capitalism
Capitalism, Urban Development, and Community Disorganization
Geographic and Social Patterns of Capitalist Urban Development
Ethnicity, Race and Community Conflict
Urban Redevelopment and Community Disorganization

Reading Assignment: Bookchin, The Limits of the City,
(entire book)
Tabb and Sawers, Marxism and the Metropolis
pp. 3-178, 209-296

PART III HOW DOES SOCIAL DISORGANIZATION LEAD TO INDIVIDUAL CRIME?

Weeks 11 - 12 March 25 - April 10

Topics:
Alienation and Crime
Social Control and Deterrence Theories
Anomie Theory
Learning Theory
Labeling Theory
Toward a Critical Synthesis

Reading Assignment: Selected articles on reserve in the library.

PART VI ROLE OF THE CRIMINAL JUSTICE SYSTEM IN SOCIALLY DISORGANIZED AND SOCIALLY ORGANIZED COMMUNITIES and HOW DO WE ORGANIZE COMMUNITIES AND SOCIETY AGAINST CRIME?

Weeks 13 - 15 April 15 - May 1

Topics:
Role of the Courts in Socially Disorganized Communities
Role of the Courts in Socially Organized Communities
Role of the Police in Socially Disorganized Communities
Role of the Police in Socially Organized Communities
How Can Communities Be Organized Against Crime?
How Can Society Be Organized Against Crime?

Reading Assignments: Li, Law Without Lawyers (entire book)
Morris and Hess, Neighborhood Power
(entire book)

Tabb and Sawers, Marxism and the Metropolis
(pp. 297-364)
Plus selected articles on reserve in the
library.

Contributed By: Eric Jensen
University of Idaho

SOCIOLOGY 331
CRIMINOLOGY

Course Objectives

1. To gain an understanding of the parameters of the crime problem.
2. To obtain a thorough background in the history and substance of criminological theory.
3. To explore a range of issues and programs in adult corrections.

Texts

Sue T. Reid, Crime and Criminology, Second Edition, 1979

Richard P. Rettig, et al., Manny: A Criminal Addict's Story, 1977.. (One copy on reserve.)

Examinations

There will be three examinations including the final. The examinations will include objective and subjective questions. Each examination is worth a maximum of 100 points. The final covers the last section of the course work only.

Paper

The paper required for this course will be equivalent to one examination in deetermining your final grade (i.e., 100 points maximum). While there is no specific requirement of length for this paper, a general guideline is 10-15 pages. Papers are due by May 3, 1982. You may choose the topic of your paper from the following:

1. Use a sociological theory of crime to explain a criminal pattern (e.g., drug abuse, corporate crime, political crime, organized crime, prostitution, drug dealing, violent crimes, terrorism, the professional thief, burglary, homicide, robbery, etc.)

2. Propose a research project to test a sociological theory of crime. This paper must clearly indicate your sampling procedures, design, instrument, hypotheses, etc.

3. Develop a treatment program or an alternative to institutionalization using one or more of the sociological explanations of criminal behavior as its theoretical foundation.

4. Using a theoretical perspective in criminology, examine the "creation" of a criminal behavior by delineating the conditions under which a specific statute developed (e.g., drug laws, prostitution laws, sexual psychopath laws, vagrancy statutes, Prohibition, etc.). The paper should include the precipitating events, the power of groups involved and the impact on the participants (i.e., the offender and the criminal justice system).

The purpose of this paper is to provide you with the opportunity to utilize the information presented in this course to apply theoretical positions to a variety of issues in the study and treatment of criminal behavior. This assignment is intended to stimulate your creative and integrative abilities. The paper must be written in your own words with sources of information and quotations adequately cited. I prefer the American Sociological Review style of footnoting and citing references.
Note: plagiarism will result in failure on the paper.

Written Assignment on "Manny"
A brief take-home assignment on Chapters 1-7 in Manny will be made in the first section of the course. The objective of this assignment is to expose the student to the realities of urban street crime and prison life. The assignment is worth a maximum of 40 points and will be prior to the first examination.

Field Trip
A field trip to a correctional institution is a required part of this course. In the past we have toured the Washington State Penitentiary in Walla Walla, Washington. Given the volatile nature of the institutional climate at this prison of late, tours are dependent upon the overall situation at the time and administrative cooperation. The optimal timing for the tour of a correctional facility is during the final section of the course, which covers corrections.

Attendance
Attendance is expected in this course. Attendance will be considered in all borderline course grade situations. In cases of extreme absence, the final course grade will be lowered one full grade level.

Readings [Editors' note: 2 pages of recommended readings and reference materials have been deleted due to space limitations.]

Contributed By: Robert J. Mutchnick
Chair, Curriculum Committee,
Department of Criminology,
Indiana University of Pennsylvania

I. CR 355 CRIME IN THE WORK PLACE

II. Catalogue Description

Study of the theoretical and legal basis of crime in the work place.

III. Course Objectives

A. To help the student understand the nature and extent of crime in the work place.
B. To provide the student with a conceptual framework for explaining human behavior in the work environment.
C. To analyze the causes of crime in the workplace and assess its effect on individuals, organizations and social interaction patterns.
D. To explore risk reduction, loss prevention, and protective services used to prevent crime in the work place.

IV. Course Outline (Topical)

A. Nature and Extent of Crime In The Work Place
B. Theory of Crime Risk Reduction, Crime Loss Prevention, and Protective Services In The Work Place
C. White Collar Crime
D. Corporate Crime and Corruption
E. Crimes Against Business and Industry
F. Crime and the Professions
G. Industrial Espionage
H. Security, Technology and Crime Prevention in the Work Place
I. Criminal Sanctions and the White Collar Offender
J. Crime in the Work Place and Community Relations

VI. Methodology and Procedure

This course will be presented in a lecture format. Grades will be determined on the basis of class participation, test scores, and the quality of a required term assignment or applied research project.

VII. Text

White Collar Crime: Offenses in Business, Politics and the Professions, Gilbert Geis and Robert F. Meier, Macmillan Publishing Company, (Revised Edition), 1982.

VIII. Other Readings

Corporate Deviance, M. David Ermann and Richard J. Lundman, Holt, Rinehart and Winston, 1982.

Crime At The Top: Deviance in Business and the Professions, John M. Johnson and Jack D. Douglas, J.B. Lippencott Company, 1978.

Security Problems In A Modern Society, Sheryl Strauss (editor) Butterworth Publishers, 1980.

Selected Readings from Professional Journals in the Social Sciences and Business

IX. Evaluation
  A. Objective and/or subjective tests based on lectures, assigned readings, and in-class participation.
  B. In-class presentations will be evaluated.
  C. Term assignments or applied research.

X. Scholarly Paper/Research Requirements

  A. A twenty - twenty-five page assignment on an assigned topic and/or applied research project.

Contributed By: Robert J. Mutchnick
Chair, Curriculum Committee,
Department of Criminology
Indiana University of Pennsylvania

I. CR 400 THEORETICAL CRIMINOLOGY
Prerequisites: Six Hours of Criminology Courses

II. Catalogue Description
A review and critical analysis of the major criminological theories beginning with the Classical School. Psychological, sociological, economic, biological and political theories of crime and its causes will be included.

III. Course Objectives
To identify a variety of analytical criteria by which to analyze criminological theory generally, and to apply these criteria to an examination of the dominant modes of criminological theorizing about deviance, delinquency and criminality.

IV. Course Outline
  A. What Is Theory?

  a. definitions
  b. concepts
  c. domain assumptions

B. Classical School of Criminology
  a. assumptions
  b. Beccaria
  c. Crime Control Model

C. Positive School of Criminology
  a. assumptions
  b. Lombroso
  c. Ferri
  d. Garofalo
  e. Due Process Model

D. Comparison - Classical School/Positive
  a. assumptions
  b. models

E. Physical Appearance Theories
  a. assumptions
  b. Kretschmer
  c. Sheldon
  d. Glueck and Glueck
  e. Hooton

F. Mental Deficiency Theories
  a. assumptions
  b. Goddard

G. Genetic Theories
  a. assumptions
  b. McLearn
  c. Watson and Crick
  d. Goring

H. Psychiatric Theories
  a. assumptions
  b. Freud
  c. McNaughton
  d. Durham

I. Economic Explanations
  a. assumptions
  b. Marx
  c. Bonger

J. Ecological Explanations
  a. assumptions
  b. Park
  c. Shaw and McKay

K. Strain Theory
  a. assumptions
  b. Durkheim
  c. Merton
  d. Cohen

L. Symbolic Interaction
  a. assumptions

- b. Blumer
- c. Mead
- d. Cooley

M. Cultural Deviance
- a. assumptions
- b. Sutherland
- c. Miller
- d. Cloward and Ohlin

N. Conflict Theory
- a. assumptions
- b. politics
- c. minority group behavior
- d. Quinney
- e. Turk

O. Control Theory
- a. assumptions
- b. Hirschi
- c. Matza
- d. Reckless

P. Social Learning Theory
- a. assumptions
- b. Burgess and Akers

Q. Labeling
- a. assumptions
- b. Lemert
- c. Schur
- d. Lofland

R. Psychobiosocial Theory
- a. assumptions
- b. Jeffery

VI. Methodology and Procedure

This course will be taught using a traditional lecture approach. Grades will be determined on the basis of class participation, tests, and a term paper. Students will receive three hours of credit.

VII. Text

Theoretical Criminology, George B. Vold, Oxford University Press, Second Edition, 1979.

VIII. Other Readings

The Division of Labor in Society, Emile Durkheim, New York: Free Press, 1964
The Pioneers in Criminology, Hermann Mannheim, (ed.) London: 1960
Delinquency and Opportunity, Cloward & Ohlin
Becoming Deviant, David Matza
Outsiders, Howard Becker

IX. Evaluation

1. Subjective test based on lectures and readings
2. Term paper based on one of the theories discussed in class
3. Class Participation

Contributed By: Robert J. Mutchnick
Chair, Curriculum Committee,
Department of Criminology
Indiana University of Pennsylvania

I. CR 501 CRIMINOLOGY PROSEMINAR

II. Catalogue Description

Survey of current research, critical issues in the administration of justice and criminological theory. Designed to acquaint the student with recent developments in the discipline of criminology.

III. Course Objectives
This seminar is designed to provide graduate students with a comprehensive survey of criminology and administration of justice, as a field of study; the nature of crime, and the assessment of criminal behavior; the relationship of crime and criminal law; theoretical positions on the explanation of crime; and major issues in the prevention and control of criminal behavior. The course will introduce students to critical issues in criminology, taking into account the contributions of various academic disciplines. Thus, the seminar should provide the in-coming graduate student with a theoretical orientation for the pursuit of graduate study in the field of criminology, as well as an exposure to a pertinent body of literature which should serve as a valuable resource for future reference.

IV. Course Outline
A. Nature of Criminology
  1. Definitions of Criminology and Criminologists
  2. Criminology as a Science
    a. Academic v. Applied Criminology
    b. Professional Training in Criminology
  3. Legal v. Social Definitions of Crime
  4. Approaches to the Study of Crime
    a. Criminological Research and Methodology
    b. Crime Statistics: Natures, Sources and Interpretation
    c. Cross-Cultural Comparison of Crime

B. Crime and Criminal Law
   1. Purpose and Philosophy of Criminal Law
   2. Substantive Criminal Law
   3. Criminal Procedure and Legal Realism
   4. Limits of Criminal Sanction

C. Theories of Criminal Behavior
   1. Psychological - Psychiatric
      a. Clinical and psychiatric
      b. Behavioral
   2. Biological - Biopsychological
   3. Sociological
      a. theoretical orientations
      b. variables related to crime

D. Crime Control
   1. Law Enforcement
      a. historical development: as an approach to social control
      b. problems and issues in police administration
   2. The Courts
      a. structural organization
      b. issues in judicial administration of criminal justice
   3. Corrections
      a. historical development: punishment and deterrence as philosophies
      b. treatment philosophy and methods
      c. types and social systems of correctional institutions

E. Crime Prevention
   1. Traditional Approaches: Primary, Secondary and Tertiary
   2. Crime Prevention Through Environmental Design

VI. Methodology and Procedure

The content of this course will be presented largely through informal lectures and discussion. In order to facilitate discussion, students will be expected to complete related reading assignments prior to the seminar meetings, which will focus upon topics indicated in the course outline. Due to the wide range of topics to be covered in the seminar, different faculty members will, from time to time, be invited to present material and lead discussions on subjects that are related to their particular areas of academic interest and research activity. In this manner, the seminar will serve to introduce graduate students in criminology to a number of faculty members with whom they may be closely associated in the course of their studies.

VII. Readings

Considering the broad survey nature of the material to be covered in this seminar, there are no textbooks which students will be required to purchase. However, extensive reading assignments will be made during the semester from a considerable variety of books, periodicals, documents, and papers that will be placed on reserve in the library.

VIII. Other Readings

These readings will vary from semester to semester depending upon the instructor assigned responsibility for this seminar, and his or her specific orientation and emphasis.

IX. Evaluation

Students in this seminar will be evaluated on the basis of three subjective exams and a term paper.

X. Scholarly Papers/Research Requirements

A scholarly paper will be required of each graduate student participating in the seminar. The paper will represent a culmination of the student's thinking on a particular issue related to the course.

Contributed By: Robert J. Mutchnick
Chair, Curriculum Committee
Department of Criminology
Indiana University of Pennsylvania

I. CR 650 SEMINAR IN ADVANCED CRIMINOLOGICAL THOUGHT

Prerequisite: CR 600 or permission

II. Catalogue Description

An in-depth examination of select criminolgical thought.

III. Course Objectives

To allow advanced-standing graduate students the opportunity to develop an expertise in select areas of criminological theory.

IV. Course Outline

This couse has no specific outline. Each time it is offered it will vary in content depending upon the instructor and the orientation he/she brings to the subject of criminological theory. Below is a sample of the types and extent of theory that could be covered.

A. Conflict Theory
   1. Kennedy, Mark C. "Beyond Incrimination: Some Neglected Facets of the Theory of Punishment," Catalyst.
   2. Gordon, David. "Capitalism, Class and Crime in America," Crime and Delinquency.
   3. Turk, Austin. "Conflict and Criminality," American Sociological Review.
   4. Kobrin, Solomon. "The Conflict of Values in Delinquency Areas," American Sociological Review.
   5. Quinney, Richard. The Social Reality of Crime.
   6. Spitzer, Steven. "Toward A Marxian Theory of Deviance," Social Problems.

B. Labeling Theory
   1. Erickson, Kai T. "Notes On The Sociology of Deviance." Social Problems.
   2. Kitsuse, John I. "Societal Reaction To Deviant Behavior: Problems of Theory and Method," Social Problems.
   3. Becker, Howard. Outsiders.
   4. Lemert, Edwin. Social Pathology.
   5. Lemert, Edwin. Human Deviance, Social Problems and and Social Control.
   6. Matza, David. Becoming Deviant.

C. Theories Of Strain
   1. Durkheim, Emile. The Division of Labor in Society.
   2. Parsons, Talcott. The Social System.
   3. Clinard, Marshall. Anomie and Deviant Behavior.
   4. Cohen, Albert K. Delinquent Boys.

VII. Text

No one text will be used. Each time the course is offered the texts will vary. As demonstrated by the above topics, the readings will reflect the periodicals and texts related to the theory.

VIII. Other Readings

Zetterberg, Hans. On Theory And Verification in Sociology.
Mullins, Nicholas C. The Art Of Theory: Construction and Use.
Kaplan, Abraham. The Conduct of Inquiry.
Hook, Sidney. Determination and Freedom

IX. Evaluation

Subjective tests will be utilized to determine the student's level of competency in addition to a scholarly research paper.

X. Scholarly Papers/Research Requirements

A scholarly paper will be required of all participants. The topic is to be selected from among the theories or theorists presented.

Contributed by: Richard Perkins
Houghton College

DEVIANCE, CRIME AND SOCIAL CONTROL

I. Assigned Readings

A. To Be Purchased:
   1. Reid, *Crime and Criminality*
   2. Higgins and Butler, *Understanding Deviance*
   3. Colson, ‘Restitution as an Alternative to Imprisonment,’ (available from the instructor).

B. On Reserve
   1. Wilensky, ‘The Control of Information and Power’
   2. ACLU, ‘The ACLU May Day Report’
   3. Kelman, ‘Three Processes of Social Influence’
   4. R. Akers, ‘Problems in the Sociology of Deviance: *Social* Definitions and Behavior,’ in Brig. Berger Readings in *Sociology*, pp 392 ff. (two copies on reserve at the reserve desk)

II. Purposes of the Course

(1). To integrate the study of deviance and crime with the general sociological approach to social behavior. The study of deviance and crime is not an isolated study. For example, we will soon discover that both "normal" and "abnormal" behavior (including deviant and, more specifically, criminal behavior) are by necessity part of the same behavioral system. Thus, we need to utilize the sociological perspective developed in Principles of Sociology to further our understanding of criminal behavior. Just as there can be no male without female, parent without child, teacher without student--so there can be no normalcy without abnormalcy. For one thing, the "law-abiding citizen" requires the "criminal" simply to know who she isn't. For another, the two are part of the same behavioral system; what one does affects directly and indirectly what the other must do. The development of this understanding, in all its complexity, will be one of the major goals of this course.

(2). To develop an explanation of both deviant and criminal action. We will soon discover, however, that the explanation of crime is handicapped by several seemingly insurmountable problems. As a result of these unique problems, deviance and criminological theories are not as adequately developed as are other areas of sociological investigation (e.g. minority-majority relations, social stratification, complex organizations, and others). Even so, explanation is the goal of science and, since incomplete explanation is a lot better than complete ignorance (oftentimes masquarading as unfounded "common-sense" explanations of deviance and crime), we will proceed despite these difficulties.

In order to develop a theory, one must have propositions which account for the causal relationsips between the dependent variable (the phenomenon to be explained) and the independent variables (the phenomena which explain). In other words, we must have testable statements of cause and effect. These phenomena (classifications of empirical events) are expressed as concepts. Thus, concepts are central to every science and sociology is certainly no exception.

The concepts of sociology are rather infamous; in fact, taken together they constitute the "rhetoric" or "jargon" of the discipline. Sociological concepts have gained this unsavory reputation as a result of the suspicion that these terms are nothing more than substitutes for everyday words. In fact, the critics conclude that everyday words would serve a whole lot better than those used by sociologists, except that common-sense terms do not have the desired "mystification effect"--causing the uninitiated to stand in awe (or utter frustration) at the "unfathomable wisdom" of the sociologist. (After all, if you can't understand it--it must be "real deep.") We will strive, in this course, to demystify the theoretical concepts and use them for their proper purpose--i.e., the clarification and codification of social reality.

To build a theory requires generalization. The purpose of all concepts is to generalize an event into an appropriate classification (e.g., an act of taking another's property becomes 'theft', etc.). Therefore, concepts are an absolute necessity. But we must remember that these terms can also impede understanding if we are not careful.

(3). To introduce you to the basic structures of the criminal justice system. The purpose throughout this study will be to enhance our sociological perspective, rather than merely collect a lot of unrelated "facts" about cops 'n robbers. (Those who are interested primarily in current events would do better to invest in a subscription to the National Enquirer, watch the Six O'Clock Evening News, and collect Dick Tracy "crime stoppers." One of the basic themes which underlies all "current issues" discussions in this field concerns the inherent conflict between law (or "due process") and order (or "crime control"). We will concentrate on this theme throughout the final weeks of this course.

These, then, are the three basic objectives of the course. The books listed above will admirably accomplish these tasks with little interference by me in the form of lectures--with the exception of a series of lectures on the subjects of deviance and social reality, and criminal justice. Therefore, I will often attempt to facilitate learning by engaging you in discussions about the readings, and will relate what you have read to other sociological issues. Both of these tasks require informed and well-motivated students to be successful. Therefore, it is crucial that you remain current in the reading assignments and that you come to class prepared to engage in a discussion of these materials.

III. Grading Policy

All students will be responsible for fulfilling the following 5 requirements:

1. Two exams: mid-term and a final exam
2. Two papers: (1) 'Who is a Deviant?' due 9/20. 5 PM (P.M.)
   (2) 'Constitutional Issues: Due Process" due 11/15/83, 5 PM (graded)
   [Editors' note: see Part One in this publication.]
3. Reading quizzes: Reading quizzes consisting of multiple-choice questions and short essays will be given throughout the semester. The number of quizzes will be at least partially determined by the quality of in-class discussion of the reading assignments. There will be an inverse relationship between the number of quizzes and the quality of the discussions. The quizzes are not intended as a punishment for non-involvement ('you won't talk, eh? Well then, take this!') but rather as an alternative source of information should the more verbal source not prove adequate to the task. In any event, there will be at least 3 reading quizzes.
4. A simulation exercise of the judicial process: 11/19/83, 9AM-12.30, Fancher Aud.
5. Field trip to Attica State Prison: the morning of Tuesday, 9/13/83.
   Notification of the trip will be sent to your instructors excusing you from any classes you may be scheduled for that morning.

Assignments #4 and #5 are pass-fail assignments. The only way a student can fail either assignment is by failing to show up and participate in either one. If you have a legitimate excuse for not attending either the trip or the exercise, I would appreciate hearing about it during the first week of classes. Otherwise, no excuse (other than for a true emergency) will be granted after 7 days prior to either date. Failure to complete either assignment or to be properly excused from either will result in a drop of one-third of a letter on the final grade for the course (e.g. from a 'B-' to a 'C+', etc.)

There are also two films to be shown on campus that I strongly recommend to each student in this course (even if you have already seen one or both):

(a) 'Ghandi' 10/29/83 7:30 P.M. - Wesley
(b) 'Missing' 11/29/83 8:00 P.M. -Wesley

Other films will be shown in class and are indicated on the course schedule. [Editors' note: course schedule deleted due to space requirements.]

Contributed By: Linda Saltzman
Mankato State University

CRIMINOLOGY

Required Texts

Charles H McCaghy, Crime in American Society, Macmillan, 1980, hardcover.

Richard P. Rettig, Manuel J. Torres, and Gerald R. Garrett, Manny, a Criminal Addict's Story. Houghton Mifflin Co., 1977, paperback.

Course Objectives

The purpose of this course is to acquaint the student with the principal ways in which criminologists have addressed questions such as the following:

What is crime?
How much crime exists?
Why do people commit criminal acts?
How is the criminal label applied?
What are the consequences of criminal sanctions?

This course considers the ways in which criminologists have understood the problem of crime, rather than with how they combat or correct it. Of course, the way(s) in which crime may be ultimately corrected will depend upon the meaning assigned to crime and criminal behavior, and upon what is understood about its nature, distribution and cause(s).

It is hoped that the course will build a foundation of understanding so that the student may critically consider the ways in which crime and criminals are responded to by agencies of social control.

Evaluation Procedures and Course Requirements

There will be two exams (tentative dates given below). Dates for the exams will be announced in class; students are responsible for knowing the scheduled dates. NO LATE OR MAKE UP EXAMS will be given. If you are unable to take either exam on the scheduled date, see your instructor BEFORE the scheduled date so that an alternative time can be arranged.

Exams will include material from assigned readings, lectures, and any supplementary course material such as handouts, films, or guest lectures. They will be primarily short answer and/or essay in nature. There is a possibility that the second exam may be open-book; details will be provided in class.

Meaningful participation in class discussions throughout the quarter may be used to increment borderline grades. Attendance in class is not required but students should be aware that exams will cover material from class which is not included in the textbooks.

A short assignment involving the use of indexes and abstracts in the library will be required. There will also be a short (about 5-8 pages) paper requiring some outside reading which will be related to the course materials. Details will be provided in class. Graduate students will write a more extensive paper. See the instructor regarding modification of course requirements.).

Basis for Final Course Grade

Exam I	35%	90-100	A
Exam II	35%	80-89%	B
Index/Abstract Assignment	5%	70-79%	C
		60-69%	D
Paper	25%	0-59%	NC
	100%		

Tentative Course Schedule

January 5, Wednesday	First Day of Class
January 19, Wednesday	Index/Abstract Assignment Due
January 26, Wednesday	Tentative article choice for paper due
February 2, Wednesday	Exam I
February 16, Wednesday	Paper Due
March 7, Monday	Exam II

Course Content and Readings (May Be Modified in Class)

TOPIC	READING
I. Crime and Criminology	McCaghy Chapter I
A. Criminology: Definition, Historical Overview	Also Manny, Chapters 1-4
B. Public Concern With Crime	
C. What is Crime? Classification of Crimes, Necessary Elements	
D. Types of Law and Social Control	
E. Justifications for Criminal Law	
II. The Extent of Criminal Behavior	McCaghy Chapter 2 Manny, Chapts 5-7
A. Official Statistics (UCR)	
B. Victimization Studies	
C. Self-Report Studies	
(In-class exercises will use UCR and NCS data)	

Exam I: Topics I and II. Readings from McCaghy Chapters 1-2. Lecture material. Tentative date: Wednesday February 2, 1983

TOPIC	READING
III. Explanations of Criminal Behavior	McCaghy Chapter 3 Finish Manny
A. Causation and Correlation	
B. Conflict Theory	
C. Strain Theory	
D. Control Theory	
E. Differential Association Theory	
F. Labeling Theory	
IV. Classification of Crime and Criminals--Specific Types	
A. Violent Crime (homicide, rape, assault)	McCaghy Chapter 4
B. Property Crime	McCaghy Chapter 5
C. Victimless Crime	McCaghy Chapter 9
D. Career Crime (including Organized Crime)	McCaghy Chapter 6
E. White Collar Crime/Abuses of Power	McCaghy Chapters 8 & 9

Exam II: Topics III and IV. Readings, both books; lecture material. Tentative date Monday March 7, 1983, last day of class

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Contributed by: Louise Shelley
College of Public and International Affairs
The American University

HISTORY AND PHILOSOPHY OF CRIMINOLOGY

This course is designed to introduce students to the substance and methods of criminology. Because crime has been studied from a number of different perspectives and with a variety of techniques, the couse will not concentrate on only one discipline's approach; rather, a wide range of disciplinary views will be represented.

As with other serious social concerns, crime has been defined and explained in different ways at different times in history. Crime has also been subject to a variety of interpretations, depending upon the prevailing model of humankind and the assumption that the model makes regarding bases of human action. Consequently, this course will provide an overview of criminology by examining its historical development and philosophical underpinnings.

Therefore, this course will stress: the major theories within the dominant schools of criminology (Classical, Positive and Radical); the evolution of the agencies dealing with crime and its control; and an exploration of various crime types. Of necessity, major emphasis will be placed upon the period from 1700 to the present. In each of these three content areas, attention will be given to the historical development and philosophical bases of theory, justice agencies, and definitions of law and specific crime types, respectively.

Books
Brown, C. Manchild in the Promised Land
Dostoevsky, F. Crime and Punishment
March, W. The Bad Seed
Vold, G. Theoretical Criminology

Course Requirements and Contribution to Final Grade:

1) Readings
2) Class Attendance and Participation 25%. The student must bring in a newspaper article that illustrates a theory discussed in the course.
3) 1 Mid-Term and 1 Final 50%. These exams consist of identifications and essays, no true-false or multiple choice.
4) 1 Paper. The paper will be based on a film or book that examines the problem of crime. The paper will examine how this book or film illustrates one or several of the theories of crime and criminal justice that have been studied in this course. Late papers will be penalized.

Week 1 Jan.14 and Jan.18
Introduction to the Course: Definitions of Crime- legal, sociological, psychological, biological, economic.
Vold, Chapter 1

Week 2 Jan.21 and Jan.25
Classical School and Its Historical Context
Vold, Chapter 2

Week 3 Jan.28 and Feb. 1
Introduction to the Positive School
Vold, Chapter 3

Week 4 Feb. 4 and Feb. 8
Positive School (cont.) Physical Conditions of Offenders
Vold, Chapter 4 (Feb. 4) and Vold, Chapter 5 (Feb. 8)

Week 5 Feb. 11 and Feb. 15
The Physical and Mental Conditions of Offenders
On Reserve: S.A. Mednick and Jan Volavka, "Biology and Crime" in *Crime and Justice*, vol 2 pp. 85-144
Start *The Bad Seed*

Week 6 Feb. 18 and Feb. 22
Heredity and Biological Defectiveness
Vold, Chap.6 (Feb.18); Finish *The Bad Seed*
Mid-Term Exam Feb. 22

Week 7 Feb.25 and March 1
Psychiatric Theories
Vold, Chapter 7
Start *Crime and Punishment*

Week 8 March 4 and March 15
Psychological School
Finish *Crime and Punishment*

Week 9 March 18 and March 22
Economic Conditions and Criminality
Vold, Chap. 8

Week 10 March 25 and March 29
Cultural Influences on Crime
Vold, Chap. 9, 10

Week 11 April 1 and April 5
American Theories of Criminality
Vold, Chap.11
Start *Manchild in the Promised Land*
April 5: Paper due in class.

Week 12 April 9 and April 12
Sociological School
Finish Manchild in the Promised Land

Week 13 April 15 and April 19
Conflict Theory
Vold, Chaps. 12, 13, 14

Week 14 April 22 and April 26
Criminology Theory and Specific Types of Crime
Summing Up
Vold, Chaps 15,16, 17,20.

Week 15
Final Exam

Contributed by: Peter Solomon
University of Toronto

CRIMINOLOGY 3160L - POLITICS AND CRIME

This seminar will explore the making and development of criminal justice and penal policies in the U.S.A., Canada, Western Europe and the U.S.S.R., and the way authorities in those countries have defined and managed political deviance. Attention will also be paid to the prospects for reforming criminal justice in Canada and to the contribution criminologists might make to this process.

Students will be expected to read and be prepared to discuss the required readings each week. In addition, every student will choose one session in which he or she has a particular interest and take on some extra responsibility. Usually, this will mean reading one or two items in addition to the required readings and being ready to bring them into discussion. In some instances, the student might lead the discussion of one of the required items. Taken as a whole, class participation will count for one-third of the final grade.

Written work for the course will consist of one essay (15 - 20 pp., typed) counting for two-thirds of the final grade. Students will be urged to try one of the following kinds of topics: (1) a study of the political history of a reform or attempted reform in criminal justice or penal policy in Canada or elsewhere; or (2) a brief written by you as a consultant to a government minister on a particular problem, which makes recommendations, relates them to available research findings, and takes into account political feasibility. But other topics are also acceptable, (e.g., dealing with political deviance or Soviet criminal justice), as long as they relate to the course. All specific paper topics must be cleared with the instructor.

COURSE OUTLINE AND REQUIRED READINGS

[Editors' note: an extensive list of non-required readings has been deleted from Professor Solomon's submission due to our space limitations.]

PART ONE: CRIME, CRIMINOLOGY AND PUBLIC POLICY

1. Criminal Policy and Its Formation

   Peter H. Solomon, Jr., "The Policy Process in Canadian Criminal Justice," Canadian Journal of Criminology (Jan., 1981), pp. 5-25
   Martin Friedland, "Pressure Groups and the Development of the Criminal Law," in Reshaping the Criminal Law (ed. P.R.Glazebrook), pp. 202-239.

2. Political Bases of the Criminal Law: Case Studies and Inter-Interpretations.

   Sebastian Scheerer, "The New Dutch and German Drug Laws: Social and Political Conditions for Criminalization and Decriminalization," Law and Society Review, 12 (1977-1978), pp. 585-608.
   Joseph Gusfield, "Moral Passage: The Symbolic Process in Public Designations of Deviance," Social Problems 15 (1967-1968), pp. 175-188.

3. Innovation and Continuity: The Case of the Penitentiary

   David Rothman, The Discovery of the Asylum, chapts. 1-4, 10.
   Georg Rusche, "Labor Market and Penal Sanction," Crime and Social Justice 10 (Fall-Winter, 1978) pp.2-8
   Nils Christie, "Changes in Penal Values," Scandinavian Studies in Criminology, 2 (1968) pp.

4. Innovation and Continuity: The Case of Juvenile Court

   Edwin Lemert, Social Action and Legal Change: Revolution Within the Juvenile Court, esp. introd. chpts. 2, 4,5, and 7 (skim the others).
   A.F. Bottoms, "On the Decriminalization of English Juvenile Courts," in Hood, ed., Crime, Criminology and Public Policy, pp. 319-346.

5. Criminologists and Policy-Making: Role Dilemmas

Robert K. Merton, "The Role of the Intellectual in Public Bureaucracy," in Merton, Social Theory and Social Structure.
Roger Hood, "Criminology and Penal Change: A Case Study of the Nature and Impact of Some Recent Advice to Governments, " in Crime and Public Policy.
Jeff Henig, et. al., "The Policy Impact of Policy Evaluation: Some Implications of the Kansas City Patrol Experiment," Xerox on reserve.

6. Criminologists and Policy-Making Potential Contributions

Carol Weiss, "Research for Policy's Sake," Policy Studies Review Annual, 2 (1978).
Peter H. Solomon, Criminal Justice Policy: From Research to Reform, Introduction, Conclusion, chpt.3 (also 5 and 6 if you have time.)

PART TWO: POLITICAL CRIME

7. Varieties of Political Deviancy.

Kai Erikson, Wayward Puritans, Chapters 1-3.
Barton Ingraham, Political Crime in Europe, Preface, Part One, Conclusion.

8. Political Policing and Justice

Austin Turk, "Political Criminality and Political Policing," on reserve.
Otto Kirchheimer, "Politics and Justice," in Politics, Law, and Social Change: Selected Essays of Otto Kirchheimer, pp 408-427.
Theodore Becker, ed., Political Trials. Introduction, Chpts.7 and 8. Also Chapter 11 if you have time.

9. Political Justice in Canada.

Kenneth McNaught, "Political Trials and the Canadian Political Tradition," University of Toronto Law Journal (1974) and in Martin Friedland, ed., Courts and Trials.
The October Crisis Ten Years Later - background materials on reserve, Criminology Library. Especially the article by Raymond Breton,"The Socio-Political Dynamics of the October Events," Canadian Review of Sociology and Anthropology, Feb. 1972).

PART THREE: POLITICIZED CRIMINAL JUSTICE? THE CASE OF SOVIET RUSSIA

10. Marxism, Stalinism and the Uses of Criminal Justice.

Harold Berman, Justice in the USSR, Chpt.1 (and 2 if time)
Robert Sharlet, "Stalinism and Soviet Legal Culture," in Robert Tucker ed., Stalinism.

11. Post Stalin Criminal Justice: The Problem of Political Influence.

Robert Sharlet, "The Communist Party and the Administration of Justice in the USSR, " in Donald Berry et. al., eds. Soviet Law After Stalin.
George Feifer, Justice in Moscow.

Contributed By: Steven Stack
The Pennsylvania State University

CRIMINOLOGY

This course provides a description and explanation of selected forms of criminal behavior. Crimes surveyed include homicide, forcible rape, suicide, robbery, burglary, fraud, embezzlement, con games, prostitution, exhibitionism and pornography. Major explanations of crime are reviewed in the first two weeks of the course. These are then tested through a review of the literature on specific forms of crime.

Major Course Objectives

1. The student should be able to define and describe each major type of criminal behavior discussed in the course in terms of such considerations as victim-offender relationships, group memberships of offenders, and other appropriate dimensions.

2. The student should be able to discuss and critically evaluate each of the micro and macro theories of criminal behavior.

3. The student should be able to assess the generalizability of each of the theories by giving illustrations of crimes where it has been confirmed and crimes where it has not been confirmed.

4. The student should be able to discuss and critically evaluate the thesis that major transformations in the social organization of society would be necessary in order to solve the problem of crime.

Required Readings:

McCaghy, Charles
1980 CRIME IN AMERICAN SOCIETY. New York: Macmillan
Stack, Steven
1978 "Suicide: A Comparative Analysis" Social Forces, Dec. 644-653. (Copies in the Bookstore)

Suggested Supplementary Readings:

Students desiring additional reading might consult one or more of the recent criminology texts. These include:

Barlow, Hugh
1981 INTRODUCTION TO CRIMINOLOGY. Boston: Little Brown.
Conklin, John
1981 CRIMINOLOGY. New York: Macmillan.
Reid, Susan
1982 CRIME AND CRIMINOLOGY. New York: Holt.
Sutherland, Edwin and Donald Cressey
1978 CRIMINOLOGY. Philadelphia: J.B. Lippincott.

Discussion Sections

The large size of this class precludes much meaningful discussion of the issues dealt with in the course. In response to student requests from last term, discussion sessions are being offered this term on a voluntary basis.

Multi-Media

A few guest speakers and films will be incorporated into the course. One or more in-class polls using the class as a sample will be conducted to illustrate criminological principles.

Class Attendance

Class attendance is expected unless the student is ill or there has been a death in the family.

Evaluation

Five exams and a final examination/paper will provide the means by which the instructor will evaluate the student's performance. Each exam counts 1/6th of your grade. The final will count 2/6th's of your grade. The lowest exam score will be dropped.

A major paper can be substituted for the final examination if prior approval is obtained before May 3rd. These papers are due in the first day of final exam week (Th May 20th). Papers should include a review of the literature on the problem, including at least a dozen references in criminological, sociological or other relevant professional journals. Papers should get well beyond the material in the textbook and the lectures. In order to be an effective substitute for the final comprehensive exam, a paper must include an application of the major micro (e.g. D.A.) theories and macro (e.g. anomie) theories of crime to a specific type or range of crime(s) (e.g. rape, violent crimes). That is, the student should bring the core theories discussed in the course to bear on a problem (e.g., robbery, business crime, etc.). Papers should be at least 15 pages long. The paper option is not recommended for the uninitiated. Papers should conclude with a critical evaluation of the course's core theories with respect to how well they explain the crime at hand. For students choosing this option the following reference books are recommended for the initial literature review:

Criminology and Penology Abstracts
Psychological Abstracts
Sociological Abstracts
Journal of Economic Literature
Index Medicus

Each provides abstracts of the current literature on selected forms of crime.

Make-Up Exams Policy

Students may make up an exam in Sociology 12 without penalty if and only if they meet one of the following conditions:

(1) Submit a note from a physician indicating that they were too ill to take an exam.
(2) Submit a note from a family member indicating the need for them to attend a funeral of a person in the family.
(3) Submit a note from a coach indicating the need for their attendance at a previously scheduled intercollegiate event.

Otherwise, students can make up exams only with the penalty of at least one letter grade deducted from their scores.

Make-up exams may follow an essay format.

Students who miss 2 or more exams without meeting any of the 3 conditions listed above will have 2 or more letter grades deducted from their scores.

To schedule a make-up exam, call the teaching assistant (865-3191). If you cannot reach her, leave a message for her with the sociology department secretary at 865-2527.

SOLUTIONS TO DIFFICULTY

Students who are experiencing difficulies might:

1. Go over the material to be covered on the exams with other students.
2. Borrow another student's notebook (preferably one who has an "A" in the course) to see if you are absorbing the same information from the lectures.
3. Tape record the lectures yourself. You can often absorb more material the second time around.
4. Read over criminology textbooks on the areas in which you are experiencing difficulties. Many are available in the library.
5. Listen to the tapes of the lectures, which are available on the DIAL UP service.
6. Attend the discussion and review sessions scheduled by the Teaching Assistant.

Most students who have done the reading and who have been attentive in class have done fine in the course. It is especially important to listen very carefully to the lectures.

FAILURE - EXTRA CREDIT OPTION

If you fail a quiz, you can do the following exercise in order to bring your grade on the quiz up to a passing mark (65%).

A critical review of two journal articles from sociological journals. Reader's Digest, Time Magazine, newspaper clippings etc. are NOT appropriate. Articles on crime can be selected from the following journals:

Criminology
Social Problems
Journal of Research on Crime and Delinquency
Issues in Criminology.
Crime and Delinquency
British Journal of Criminology
Journal of Criminal Law and Criminology
Acta Criminologica
Victimology
International Journal of Criminology and Penology
Social Forces
American Sociological Review

These journals are available in our library. You should choose a recent article-- from an issue not more than 3 years old.

Your review of each article should provide:

a. A one page summary of the key findings.

b. One page of your criticisms of the piece and/or comparisons of it to the literature reviewed in class.

These reviews should be no more than two pages double-spaced. ALL reviews must be typewritten.

EXTRA CREDIT

Students desiring to improve their scores on exams can submit an extra credit project the same as the one outlined above under the Failure section.

1 journal article review = boosts the score 5 percentage points on one exam (e.g., a 75% becomes an 80%)

2 journal article reviews = boosts score 10 percentage points on one exam (e.g., a 75% becomes an 85%)

Due Date - extra credit projects are due in no later than 2 weeks after the exam is given for which the grade is to be boosted. Students should not indicate which exam score they want boosted. The fifth exam will not be subject to grade boosting due to time limitations.

Extra credit can be applied only to two exams.
The extra credit option cannot be applied to unexcused make up exams.

DIAL ACCESS OF LECTURES

The 10:15-11:30 portion of the lecture will be recorded onto a tape accessible through the University's DIAL ACCESS system sponsored by the Listening-Learning Services. This service is ideal for review purposes.

COURSE OUTLINE AND ASSIGNMENTS

WEEK OF:	TOPICS	ASSIGNMENTS
March 8	Introduction	
March 15	Researching Crime	McCaghy Chpt. 2
	Micro Theories of Crime	McCaghy Chpt. 3
March 22	Macro Theories of Crime	McCaghy Chpt. 3
	Th - Quiz #1	
March 29	Violent Crime Homicide/Suicide	McCaghy Chpt. 4 (94-116) Lester. Suicide:The Gamble With Death, Chpt.5,6, 9, 11.

April 5	Violent Crime II Suicide	Lester, David Chpts 12,13, pp. 104-109
	Th - Quiz #2	
April 12	Violent Crime III Suicide	Stack article; Lester pp.30-32; 108-115, Chpt. 15, p 144-148.
	Index Crime: Offenses Against Property	McCaghy, Chpt. 5
April 19	Index Crime: Offenses Against Property, cont.	McCaghy, Chpt. 5
	Th - Quiz #3	
April 26	Sex Crimes/Victimless Crimes	McCaghy, Chpt. 9
May 3	Victimless Crimes, cont.	McCaghy, Chpt. 9 McCaghy, Chpt. 4 (pp.117-130, rape)
	Th - Quiz #4	
May 10	White Collar and Occupational Crime	McCaghy, Chpt. 7 McCaghy, Chpt. 8
May 17	Tu - Quiz # 5 and Review for Final Exam	
	Th - Sat. Final Examinations	
May 24	End of Final Exam	

CORRECTIONS SYLLABI

Contributed By: William Bengston
St. Joseph's College

PENOLOGY
Sociology 244 Spring 1983

PART I: Introduction

I. Overview of the Sociology of Crime
   - Sociological Issues
   - Criminal Justice Issues
   - Theories, Policies, Programs

II. A History of Corrections
    - Ancient Perspectives
    - The Classical Revolution
    - Modern Trends

PART II: The Modern Correctional Process

III. The Police
    - Profile of the Police
    - Nature of Policing
    - The Police and the Community

IV. The Courts
    - Social Organization of Criminal Courts
    - Operations of the Criminal Courts

V. Prisons
    - Historical Development
    - Social and Psychological Elements of Prisons
    - Women's Prisons

VI. Probation and Parole
    - History of Probation and Parole
    - Organization and Management
    - Effectiveness of Probation and Parole

VII. Community-Based Treatment
    - Strategies of Diversion
    - Halfway Houses
    - Rehabilitation Centers

PART III: Conclusions and Projections

VIII. Strategies of Crime Prevention
    - What Works?
    - Corrections in Socio-Historical Context
    - The Politics of Intervention
    - Critique of the Criminal Justice System
    - The Future of Penology

GUIDE SHEET

CATALOGUE DESCRIPTION:

An investigation into the various punitive and rehabilitative methods and practices employed by the correctional field in dealing with crime and criminality.

Topics include: history of corrections; theories of punishment; effectiveness of rehabilitation.

COURSE OBJECTIVES:

1. to present a systematic investigation into the various punitive and rehabilitative methods and practices utilized in the treatment of crime and delinquency.

2. to present a sociological interpretation of the field of corrections, analyzing the diversity of crime control techniques within a socio-historical context.

3. to enable the student to analyze critically the theories and methods of crime control.

COURSE REQUIREMENTS

1. three in-class exams (including final)
2. term project (due last day of class)

GRADING POLICY

Exams and projects carry equal weight. For example, if there are three exams and a paper, each will comprise 25% of the final grade. Extra credit may be earned by presenting your project in class.

MISSED ASSIGNMENTS

All make-up exams will be administered on the last day of class. It is the responsibility of the student to request and arrange for a make-up exam. If, after the last class, any assignments remain incomplete (the term project, for example) it will be assumed that the assignment will not be completed and the work will be graded accordingly.

TERM PROJECT

The subject matter should, of course, be an area which is of interest to you, but should at the same time be specific enough to be manageable in one semester. For example, it would not be permissible to do a paper on "prisons", but it would be permissible to do a paper on the "lifer's" work in the prisons. It is suggested that all topics be cleared with me. It will be assumed that all papers will be well-written and free from gross grammatical and stylistic errors.

Contributed By: Lee Bowker
Indiana University of Pennsylvania

Donald L. Poffenberger
Wheeling College

and Bruce I. Wolford
Eastern Kentucky University

[Editors' Note: This "model" corrections syllabus was originally prepared for the Academy of Criminal Justice Sciences Curriculum and Course Development Project, edited by Howard Abadinsky. For more information about this publication, see the section of our handbook "Teaching Criminology: An Annotated Bibliography."]

INTRODUCTION TO CORRECTIONS

Description:

Overview and critical analysis of contemporary correctional theory and practice. Comparison of mainline American corrections with historical, cross-cultural, philosophical and non-traditonal views of corrections. Controversial issues in contemporary corrections including prisoner rights, victimization, the death penalty, and unions. Institutional corrections, community corrections, future of corrections, correctional careers. Administration and staffing of correctional programs.

Rationale:

Winston Churchill once suggested that the degree of humanism found within a civilization may be assessed in the way a society treats its prisoners. This course is designed to introduce the student to the American correctional process and 'hopefully' give insight that will enable the student to make his or her own philosophical assessment. To help make an 'educated' assessment and to acquaint the student with America's correctional machinery, the following topics will be examined: 1) the history of punishment and corrections; 2) prisoner typologies and institutions of confinement; 3) correctional personnel (their needs and problems) and prison administration (current theory and technique); 4) international correctional methods and policies (a comparative approach); 5) alternatives to traditional corrections including an analysis of contemporary paradigms; and 6) the future of corrections and correctional careers.

Goals and Objectives:

The course has two goals: 1) to introduce students to the inner workings of the agencies that comprise America's correctional system; and 2) to enlighten students as to the realities of correctional systems, thus allowing them to assess objectively the efficacy and humanism of these systems. There are six course objectives. Upon completion of this course students should be able to: 1) outline the history of corrections; 2) discuss the various philosophies of punishment; 3) produce a flow chart of the correctional process, including detailed explanation of each stage delineated; 4) describe the 'classification system,' including those prisoner typologies normally associated with it; 5) describe the programs found in prison settings; and 6) discuss the future of corrections, including the many alternatives to the traditional prison.

Outline:

I. Overview of Corrections

A. Corrections, the Criminal Justice System, and the Public
    1. Police
    2. Courts
    3. Corrections
    4. Flow of Offenders Through the Criminal Justice System
    5. Impact of Criminal Justice System Processing on Correctional Client Populations
    6. Estimates of the Effects of New Law and Policies on Correctional Client Populations
    7. The Criminal Justice System and Society
        a. Legislatures
        b. Associations and Pressure Groups
        c. Citizens

B. Competing Philosophies in Corrections
    1. Retribution
    2. Restitution
    3. General Deterrence
    4. Special Deterrence
    5. Treatment
    6. Incapacitation
    7. Retribution Revisited: Just Desserts and the Justice Model
    8. Caveats to Theories of Punishment
        a. Relationship Between Crime and Punishment
        b. Public Opinion and Punishment
        c. Stability of Punishment

C. The Early Development of Correctional Practices
    1. The Beginning of Legal Punishment
    2. Punishment in the Middle Ages
        a. Ecclesiastical Punishments
        b. Holy Inquisition
        c. Galley Slavery
        d. Prisons in Medieval Europe
    3. Winds of Change
        a. Brutal Punishments and Executions
        b. The Beginning of Prison Reform
        c. Transportation
        d. Public Works and the Bagnes
        e. First Cellular Prison
        f. John Howard and Prison Reform
    4. Corrections in 19th Century Europe
        a. Developments on the Continent
        b. Pentonville Prison
    5. Corrections in the American Colonies
        a. Early Physical Punishments
        b. Underground Prisons
        c. Model Institutions in Pennsylvania

- d. Auburn System
- e. Punishments for Juveniles
- f. Innovations in Correctional Treatment
- g. Punishment of Racial and Cultural Minorities

- D. Historical Trends and Their Meaning
  - 1. Major Types of Prison Organizations
    - a. Northern Industrial Prison
    - b. Southern Plantation Prison
    - c. Road Crews and Other Work Groups
    - d. Custody-oriented Prisons
    - e. Treatment-oriented Institutions
  - 2. The Rise of Complex Prison Systems
  - 3. Local Correctional Facilities
  - 4. Correctional Services to Women, Children and Minority Groups
    - a. Women
    - b. Racial and Cultural Minorities
    - c. Juveniles
  - 5. Punishments Other Than Imprisonment
    - a. Capital Punishment
    - b. Mutilation
    - c. Fines
    - d. Probation
    - e. Parole
- E. Correctional Clients as Individuals
  - 1. General Characteristics of Correctional Clients
    - a. Social Class Origins
    - b. Occupation
    - c. Education
    - d. Age
    - e. Family Situation
    - f. Personality
    - g. Drug History
    - h. Offense and Incarceration History
  - 2. Specific Categories of Prisoners and Their Special Correctional Needs
    - a. Women
    - b. Juveniles
    - c. Racial and Cultural Minorities
    - d. Veterans
    - e. Mentally Ill
    - f. Mentally Retarded
    - g. Medically Ill
    - h. The Aged
    - i. Long-Term Prisoners

- II. Institutional Corrections
  - A. Prisoners in Total Institutions
    - 1. Prisons As Total Institutions
      - a. Similarities Between Prisons and Other Total Instititutions

        b. Variations Among Prisons as Total Institutions
    2. Prisoner Societies
        a. Theories of Prisoner Societies
        b. Basic Elements in Prisoner Societies
        c. Social Psychological and Ethological Aspects of Prisoner Subcultures
        d. Race Relations in American Prisons
    3. Prisoner Societies in Institutions for Delinquent Boys
    4. Prisoner Societies Among Women
    5. Prisoner Political Organizations and Self-Help Groups
B. Correctional Officers
    1. Recruitment
    2. Training
    3. Staff Culture
        a. Socialization of Prison Officers
        b. Staff Code
        c. Attitudes Toward Prisoners
        d. Relations with Supervisors and Administrators
        e. Job Attitudes
        f. Outcomes of Correctional Officer Socialization
        g. Changing the Staff Culture
    4. Role Conflicts
    5. Living Within the Regulations
    6. Officer-Prisoner Relations
        a. Styles of Relating to Prisoners
        b. Establisning Relationships
        c. Power and Control
    7. Job Stress and the Danger of Victimization
    8. Prison Officer Unions
    9. Female Correctional Officers
    10. Volunteers as Staff Members
C. Administrators and Administration
    1. Systemwide Administrators
    2. Wardens and Superintendents
    3. Middle-Level Correctional Managers
    4. Management Approaches
    5. Social Climate of Correctional Institutions
    6. Regulations and Discipline
        a. Disciplinary Process
        b. Use of Segregation in Disciplinary Cases
    7. Grievance Mechanisms
    8. Regionalization
    9. Statistical Informational Systems
    10. Prison Employee Unionism
    11. Correctional Planning
        a. Basic Planning Paradigm
        b. Population Projections
        c. Architectural Considerations
        d. Comprehensive Correctional Planning

Contributed By: Mary Lorenz Dietz
University of Windsor

COURSE OUTLINE: PENOLOGY

Sociology 48-312 Winter, 1983

This is a comprehensive introduction to penology, or corrections as it is sometimes called. What is covered is the methods, goals and results of punishment and "rehabilitation" of convicted criminals.

Plan of the Course:
Lectures will follow the assigned reading in topic but will focus on the Canadian system. (Bowker's is a U.S. text.) The MacGuigan Report and Go-Boy are assigned to depict responses to the Canadian penitentiary system. If possible, field trips will be arranged to several penal institutions.

Requirements:
Reading: as assigned from the following texts:

1. Lee Bowker, Corrections: The Art and the Science. Macmillan 1982.
2. The Subcommittee on the Penitentiary System in Canada, Mark MacGuigan, Chairman, Report to Parliament. 1977
3. Roger Caron, Go-Boy.

Exams - Midsemester and Final - 50% each.

Field Trips - To Be Arranged.

Date	Topic	Reading Assignment
Jan. 3-15	Introduction to Penology The Canadian Criminal Justice System	Chapter 1 (1)
Jan. 17-21	The Punishment Response	Chapter 3 (1)
Jan. 24-28	The Development of Penal Systems: Canada and U.S.A.	Chapters 4 and 5 (1)
Jan. 31- Feb. 4	Prisoner Types and Classification	Chapter 6 (1)
Feb. 14-18	The Inmate's View	Go-Boy (3)
Feb. 28	Prison Administration & Correctional Personnel	Chapter 8,9 (1)
March 4	Correctional Personnel	
Mar. 7-11	Prison Programs and Services	Chapter 10 (1)
Mar. 14-18	Jails	Chapter 13 (1)
Mar. 21-25	Reporting on the State of Canadian Prisons	The MacGuigan Report (2)
March 28-	Penal Systems Abroad	Chapters 17 & 18

April 3	Critique of Existing Systems	(1)
April 7-11	Probation and Parole	Chapters 14 & 15 (1)
April 14-18	Community Programs and the Future of Corrections	Chapters 16, 19 (1)

Contributed By: Patrick Donnelly
University of Dayton

INTRODUCTION TO CORRECTIONS

1. Course Objectives and Goals

Corrections are an important component of the criminal justice system. The correctional system, with all of its various elements, is affected by, and in turn affects, the other components of the criminal processing system. Actions taken by legislators, police, judges, prosecutors and others affect the nature, operations and size of the correctional system. The operation of the correctional system also affects these other persons and the institutions they represent.

The entire criminal justice system, including corrections, is also affected by institutions, events and persons outside the legal system. For example, changes in the philosophical views of human nature may bring changes in how people are treated in the correctional system. Correctional institutions are also affected by research and theories developed in the social sciences. They are also influenced by public opinion which at times demands stiff sanctions, including the death penalty, while at other times seems more lenient.

Changes such as these play a major role in the operation and organization of the correctional system. During the semester, we will seek to accomplish two goals. The first is to understand the origins and current status of the correctional system. To accomplish this we will examine various aspects of the system including jails, prisons, community-based correctional programs and the philosophies of punishment and justice underlying the various aspects. In essence, the first goal is to understand what the field of corrections looks like, how it operates, and what it achieves and fails to achieve. We will be engaged in description.

The second goal presupposes accomplishing the first. It involves explanation. Once we describe how the system operates, we will attempt to understand why it works the way it does.

While all the components of the criminal justice system have undergone vast changes in their history, no changes have been more dramatic than in the field of corrections. The very term 'corrections' is the result of a major change from a time when the system was characterized as a 'penal' system. We will examine why this change and many others came about at various points in time.

Throughout the course, we will pay special attention to problems associated with the correctional system. We will examine administrative problems (such as overcrowding in prisons), problems associated with various forms of treatment, the problems encountered by inmates in prison and the general problem of the role of the existing correctional system in our society today.

In actuality, the instructor has a third goal for the course. It is to provide students with a challenging and interesting course. I will challenge you: 1) to think and to analyze in a logical and coherent fashion; 2) to read, to discuss and to write critically. While 'knowing' the facts relating to course content is important, the development of these skills will prove to be much more significant in your ability to do well in this and other courses.

II. Textbook

Reid, Susan Titus The Correctional System: An Introduction. New York: Holt, Rinehart and Winston. 1981.

III. Course Requirements

A) Assigned readings must be completed prior to the class for which they are assigned. Class participation in the form of answers to oral questions, discussion, criticism and questions can affect the final grade by as much as one letter grade. Since class attendance is a necessary component of participation (except for those with special powers) you are strongly urged not to miss class. While the Student Handbook only requires freshpersons to attend class, everyone should make every effort to attend each class. Participation in field trips is also required.

B) There will be 3 exams held during the semester. Only the two highest grades will count toward the final course grade. The lowest grade will be dropped. A MISSED EXAM WILL COUNT AS THE DROPPED GRADE. Each exam will be worth one-fourth of the final grade. Exams will consist of multiple choice questions, short answers, identifications and essay questions.

C) There will be a comprehensive final exam worth one-quarter of your final grade. It will consist of short answer and essay questions and will emphasize your ability to integrate material from different parts of the course.

D) The final one-quarter of your final grade can be achieved in either of two ways.

Option A. Write two five-page papers integrating material from field trips and/or guest speakers with material presented in readings and lectures.

Option B. Write one 9-12 page research paper on any aspect in the field of corrections. Topics must be approved by the instructor on or before October 14th.

Whichever option is chosen, the paper(s) must be submitted by December 5th. Late papers will be penalized one point per day (based on a 25-point scale). Students may hand in rough drafts of their work on or before November 14th. The instructor will make comments, criticisms and suggestions on the draft(s) and assign a tentative grade. The draft(s) will be returned to the student who may choose to accept the tentative grade as the final grade or make the suggested revisions. In either case, the final typed paper(s) are due on December 5th.

V. Student Evaluation

Students will be evaluated on the basis of their performance in classroom participation, exams and papers. All exams will include material from lectures and from readings. If you miss a class for any reason, be sure to obtain class notes from another student. If you have difficulty understanding someone else's notes (or your own), please feel free to meet with me individually to discuss the material.

Course grades will be assigned on the following basis:

A = 90 points and above
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = 0 -59 points

VI. Schedule

What follows is as close an approximation as I can give for where we will be at various points in the semester.

But, as you know, the best laid plans of mice and professors often go awry. During the semester, there will be times when we will be behind schedule. If students experience difficulty with a particular topic, we will slow down a bit. Similarly, if a topic is especially interesting to the class, we will spend more time on it. On the other hand, if some topics are easier or more boring than expected, we'll step up the pace.

Unlike most airlines, we will keep you abreast of all schedule changes as they occur. But the only way to know for sure where we are at various points of the semester is to be in class.

Date	Topic	Reading
August 24, 1983	Introduction to Course	
August 26-31	Overview of Criminal Justice System, with emphasis on corrections	Chapter 1
Sept. 2 - 9	Punishment: Theories, History & Justifications	Chapter 2 - up to page 51
Sept.12 - 16	Capital Punishment	Chapter 2 - pp. 51-65
Sept. 19-23	Sentencing	Chapter 3
Sept. 26-28	Probation	Chapter 4
Sept. 30	FIRST EXAM	All material to date
Oct. 3-12	The Origins & Development of Prisons	Chapter 6
Oct. 14-19	The Male Inmate Community	Chapter 7
Oct. 21-24	The Female Inmate	Chapter 10
Oct. 26-28	Prison Administration and Employees	Chapter 8
Oct. 31	SECOND EXAM	All material since last exam
Nov. 2- 4	Parole	Chapter 9, pp. 323-343.
Nov. 7-16	Community Based Corrections	Chapter 13
Nov. 18-23	Legal Rights of Offenders	Chapter 14
Nov. 28	THIRD EXAM	All material since last exam
Nov. 30 - Dec.5	Overall Assessment of Corrections	Chapter 15
Dec. 7	Tying It All Together	
Dec. 9	Review for Final	
Dec. 16	FINAL EXAM - 10:00 A.M.	

Contributed By: Colombus Hopper
University of Mississippi

GRADUATE SEMINAR IN CORRECTIONS

1. Sociology 641. Seminar in Corrections
2. Instructor: Columbus B. Hopper. Office:Room 15, Bondurant Hall
3. Readings
   No specific textbook is required. Each student is expected to read widely in the field of corrections. The following sources are some examples of books which are important to know.
   - Clemner, Donald. The Prison Community
   - Cressey, Donald. The Prison
   - Sykes, Gresham. The Society of Captives
   - Glaser, Daniel. The Effectiveness of a Prison and Parole System.
   - Reid, Sue Titus. The Correctional System: An Introduction
   - Irwin, John. Prisons in Turmoil (by an ex-convict)
   - Johnston, Norman. Justice and Correction
   - Braly, Malcomb. On the Yard
   - Johnson, Lester. The Devils Front Porch
   - Hopper, Columbus B. Sex in Prison
   - Manual of Correctional Standards (Issued by the American Correctional Association.)

4. Term Paper
   Each student is required to do a research paper of approximately 20 typewritten pages on a topic which he or she has cleared with the instructor. The topic should be chosen by the third class meeting. An oral report is expected also. Dates for the oral reports will be made later.

5. Purpose of the Course
   This course is intended to acquaint the student with the history and current state of corrections, particularly in the United States. Emphasis will be placed on the process of corrections and correctional theory as they apply in institutions and communities.

Contributed By: Robert J. Mutchnick
Chair, Curriculum Committee, Criminology
Indiana University of Pennsylvania

I. CR 670 SEMINAR IN CONTEMPORARY CORRECTIONS

II. Catalogue Description
An examination of current issues and problems in contemporary corrections.

III. Course Objectives
- A. To help the student understand the milieu of contemporary corrections.
- B. To guide the students to an in-depth analysis of current issues and problems in corrections.
- C. To provide a forum for the exchange of ideas.

IV. Course Outline (Topical)
- A. The Crisis in Corrections
- B. Rehabilitation Reconsidered: Failure of the Correctional Treatment Model
- C. Trends in Adjudication: Determinate Versus Indeterminate Sentencing
- D. On the Abolition of Parole
- E. The Nature, Extent, and Consequences of Prison Violence
- F. Minority Offenders: A New Challenge in Corrections
- G. The Judiciary and Formulation of Correctional Policy
- H. Turbulance in Corrections: Implications for Management
- I. Corrections as a Political Enterprise
- J. Achieving Correctional Reform
- K. A Research Agenda for Corrections

VI. Methodology and Procedures

The course will be presented in a seminar format and will emphasize class participation. Students will present research findings on contemporary issues in corrections.

VII. Text

Critical Issues in Corrections, Roy R Roberg and Vincent J. Webb, West Publishing Company, 1981.

Selected Readings from current periodicals and professional journals.

VIII. Other Readings

Alternatives to Prison: Community-Based Corrections. Gary R. Perlstein and Thomas R. Phelps (Editors) Goodyear Publishing Company, 1975.

Probation, Parole, and Community Field Services: Policy Structure, and Process, Frederick A. Hussey and David E. Duffee, Harper and Row, 1980.

IX. Evaluation
1. Essay examinations covering the critical issues in contemporary corrections.
2. Heavy emphasis on class participation.
3. In-class oral presentation on term assignment or applied research project.

X. Scholarly Papers/Research Requirements

1. A 20 to 25 page research paper on an approved topic and/or an applied research project will be the basis of an in-class oral presentation.

Contributed By: Robert P. Scheurell
University of Wisconsin-Milwaukee

TREATMENT IN CORRECTIONS

Social Work and Other Modes of Intervention in Criminal Justice

I. INTRODUCTION The course is designed as a survey of the various roles social work has in the criminal justice system. An emphasis is on social work and corrections. In addition to casework and counseling, numerous other forms of intervention take place in corrections, such as education, training, etc.

II. COURSE OBJECTIVES Upon completion of the course, the student should:

a) Have knowledge of the roles social work has in the criminal justice system.
b) Have knowledge of the varied roles social workers have in corrections.
c) Have knowledge of the multiplicity of programs in corrections and the role of other helping professions;
d) Have a knowledge base and training in the use of social histories;
e) Have a knowledge of ethical considerations and some internalization of social work values;
f) Have a knowledge of the major processes of intervention in correction;
g) Have an appreciation for the need of special programs for specific population groups such as women, minority, disabled, homosexuals, etc.

III. REQUIRED TEXTBOOKS. The following textbooks are required:

Roberts, Albert. Social Work in Juvenile and Criminal Justice Settings. Springfield, IL: Charles C. Thomas, 1983.

Mills, Robert. Offender Assessment: A Casebook in Corrections. Cincinatti, OH: Anderson Publishing,1980

Other reading assignments are taken from:

Hatcher, Hayes. Correctional Casework and Counseling. Englewood Cliffs, N.J.: Prentice Hall, 1978

Fox, Vernon. *Introduction to Corrections*, 2nd Edition, Englewood Cliffs, N.J.: Prentice Hall, 1977

These two books are on reserve in the library. Because of the limited reading from each of these books, the books are not required, although the Hatcher book is on the recommended list.

IV. The following books are not required but are good supplemental reading for the course:

Cullen, Francis and Karen Gilbert. *Reaffirming Rehabilitation*. Cincinnati, OH: Anderson Publishing, 1982.
Hippchen, Leonard. *Holistic Approaches to Offender Rehabilitation*. Springfield, IL: Charles C. Thomas 1982.
Kratcoski, Peter. *Correctional Counseling and Treatment*. Monterey, CA: Duxbury Press, 1981.
Peoples, Edward. *Readings in Correctional Casework and Counseling*. Santa Monica, CA: Goodyear Publishing,1975.

V. COURSE STRUCTURE. The course is designed with a lecture/discussion format. Some modification is possible for student projects and reports. Some guest speakers may be invited to the class. Three exams and one term paper are required. Examinations may be objective or essay, or a combination of the two. The grading system is as follows:

A = 93 +
B = 85-92
C = 70-84
D = 60-69
F = 59 and below

VI. COURSE CONTENT (Subject To Modification)
The course is structured around four major instructional units: Social Work and Criminal Justice; Social Work and Corrections; Processes of Intervention; and Other Modes of Intervention.

A) Social Work and Criminal Justice
   1) Law Enforcement
   2) Courts
   3) Private Legal System

B) Social Work and Corrections
   1) Institutions
   2) Probation/Parole

    3) Community Agencies
    4) Private Agencies
    5) Volunteers
    6) Research, Administration, Planning

C) Processes of Intervention
    1) Offender Assessment
    2) Offender Classification
    3) Offender Supervision
    4) Casework/Counseling
    5) Group and Community Work
    6) Decision-Making and Ethical Considerations

D) Other Modes of Intervention
    1) Adult Education
    2) Post Secondary Education
    3) Work Training/Experience Programs
    4) Industry
    5) Recreation/Activity Programs
    6) Medical Programs
    7) Special Population Programs (women, minority, etc.)
    8) Parole Process and Decision-Making
    9) Reintegration Programs

[Editors' Note: A course schedule, which overlaps with the material above, and 4 pages of general bibliography have been deleted.]

Contributed By: Stanley L. Swart
Criminal Justice Program
University of North Florida

CCJ 3440. CORRECTIONAL PROCESS AND ADMINISTRATION

Texts:
ACA Monographs, Series 2, Number 1
ACA Monographs, Series 2, Number 2
Bartollas, Introduction to Corrections, Chapter 5
Keve, Corrections

I. GOALS AND OBJECTIVES

The goal of this course is to present to the student a survey of American corrections as it exists today--what it is, how it functions, its roles, and possible alternatives to what is being done today. The specific objectives for students are:

1. To understand what is expected of corrections,
2. To learn how the various components of corrections operate,

3. To understand what corrections has done and failed to do, and
4. To learn what alternative approaches may be employed.

II. EXAMINATIONS AND PAPERS

The student's grade will be determined on the basis of five assignments, three tests and two papers written outside class. These will be structured as follows:

Each test will cover only that material immediately preceeding it; there will not be a comprehensive final. All tests will be based upon both assigned readings and classroom materials. Value = 25% each.

The first paper will be a book review, approximately 2,000 words long. It will be valued at 15%. The second paper will be a "thought paper" on corrections, approximately 500 words long. It will be valued at 10%.

More information about tests and papers will be distributed later; sample questions are provided before the first exam. The examinations will be written and primarily short essay format; they will be open-book.

III. GRADING STANDARDS

All test questions, together with the papers, will be graded on the basis of completeness and accuracy of the student's response to the assignment, within the limits of time and space allotted. Errors in spelling and grammar may be taken into account if they are so numerous as to interfere with effective communication; poorly written papers may be returned for rewriting. Grades are recorded as follows: A+ (98), A (95), A- (92) B+ (88), etc. The standards for each letter grade are as follows:

A. Answer is complete and accurate in all of its parts,
B. Answer contains some errors but is generally accurate and almost complete,
C. Answer contains serious errors but remains satisfactory; the student demonstrates barely adequate mastery of material,
D. Answer contains serious errors and/or is incomplete in major respects,
E. Answer contains little or nothing of value; the information offered is incorrect and/or off the subject.

An unanswered question is recorded as an "F" as is any paper or test on which the student is caught plagiarizing or cheating. At the end of the quarter, letter grades will be converted to percentages and the final grade will be based on a 90-80-70-60 per cent scale, 90% = A, etc.

IV. SPECIAL EVENTS

Guest lectures and various audio-visual presentations will be a part of the classroom presentation. Advance warning of their use will be given when possible; however, this is not always feasible. Students are responsible for the information provided and may be tested upon it.

V. TOURS

The instructor anticipates setting up two tours of correctional facilities towards the latter part of the semester. More information will be provided later. All students are encouraged to participate and testing will be via an extra-point question on the test, but it should be clear that attendance is voluntary and that neither the instructor nor the university accepts any responsibility for those who take part.

VI. COURSE OUTLINE AND READING ASSIGNMENTS

Date	Topics and Readings
Aug. 25	Introduction to course/ no assignment; discuss handouts
30	I Concepts of Corrections/ Keve, Chapters (C) 1-3
Sept. 1	I (continued)
6	Vacation
8	II Relation to Other Systems/ C 15
13	II (continued)
15	II (continued)
20	III Structure of Corrections / C 5 (pp. 98-107), 7.
22	III (continued)
27	III (continued)
29	(extra day -- special events)
Oct. 4	Test #1
6	IV Treatment/ C 9
11	IV (continued)
13	V-A Community Corrections (CC): Concepts/Bartollas
18	V-B CC: Diversion/--
20	V-C CC: Probation/ C 10, 13
25	V-D CC: Parole and Early Release/ C 11
27	V-E CC: Other Programs/ C 12, 14 (pp. 400-418)
Nov. 1	(Extra day -- special events)
3	(Tour)
9	Test # 2
10	VI-A Institutional Corrections (IC): Concepts/C 4, 5 (pp.39-98)
15	VI-B IC: Detention / C 6
17	VI-C IC: Adult Institutions/ C 8
22	VII-D IC: Juvenile Institutions/ C 14(pp.392-400); ACA Monograph 2-2
24	VII Impact of Corrections/ ACA Monograph 2-1
29	VII (continued)

Dec. 1 VIII Today's Crises and the Future
6 VIII (continued)
8 (extra day -- special events)
13 Test # 3

Note that "extra days" will probably be held earlier than scheduled above, and that topics and reading assignments will be changed accordingly. No topic will be moved forward in the schedule. All outside assignments will have deadlines announced at least two weeks in advance. Details outlined here may be changed in the event of extenuating circumstances.

[Editors' note: For more information see Professor Swart's Book Review and PSI assignment see Part One of this publication.]

Contributed By: Richard A. Wright
McPherson College

PRISONS: COURSE SYLLABUS

COURSE OBJECTIVES

The objectives of this course are to: (1) introduce students to the history and current operation of the criminal justice system and prisons/corrections in the U.S.; (2) provide students with detailed information about the operation of criminal justice and corrections in Kansas; (3) examine the theoretical issues relating to corrections; (4) examine organizational/interactional features unique to prisons (including prisoner societies and convict types); and (5) criticize and offer alternatives for the traditional organization of corrections/punishment in the U.S. To summarize, students in this class will examine in detail both academic (research/theoretical) and applied issues relating to corrections.

The course objectives will be accomplished through: (1) the assignment of considerable reading on prisons and prisoner societies; (2) lectures on such topics as the history of prisons, the rationales for punishment, and theories relating to prisons; and (3) extensive tours of a wide variety of correctional facilities (See below).

STUDENT EVALUATION

Student evaluation will be based on: (1) two reaction papers; (2) two book reports; and (3) two student presentations (see below) for descriptions of these assignments). No examinations will be given. The reaction papers and book reports will each count 20% of the student's final grade, while the student presentations will each count 10%. In addition, students who actively participate in classroom discussions will receive some extra credit.

REQUIRED TEXTS

Abbott, Jack Henry
1982 In The Belly of the Beast. New York: Vintage.

Sommer, Robert
1976 The End of Imprisonment. New York: Oxford University

Sykes, Gresham M.
1958 The Society of Captives. Princeton, New Jersey: Princeton University.

Wright, Eric Olin
1973 The Politics of Punishment. New York: Harper Torchbooks.

LECTURE/DISCUSSION TOPICS AND READING ASSIGNMENTS

1. Introduction
2. A Brief History of Prisons
3. The Role of Prisons in the Criminal Justice System
4. Theoretical Perspectives Relating to Imprisonment
    A. Structural Functionalism: The Social Functions of Imprisonment
    B. Differential Association (Sutherland)
    C. Radical (Quinney and Wright)
    D. Organizational (Weber and Etzioni)
    E. Symbolic Interactionist
        1. Labeling (Becker)
        2. Dramaturgical (Goffman)
    F. Control Theory (Hirshi)
    G. French Structuralism (Foucault)
5. Prisons: Selected Topics
    A. Prisonization and Prisoner Societies
    B. Social Types Among Convicts
    C. Problems in Prisons (Problems for Whom?)
    D. Capital Punishment: Separating Myth From Reality
6. Student Presentations
    A. Erik Olin Wright's The Politics of Punishment (entire book)
    B. Robert Sommer's The End of Imprisonment (entire book)
7. Course Summation

REACTION PAPERS

Write two brief (about five typewritten pages each) reaction papers on any two of the ten prison tours (Secretary Barbara's meeting counts as a tour). In your reaction papers, a special effort should be made to relate tour experiences to relevant classroom readings, lectures, and discussions. Reaction papers should be fully referenced using the appropriate American Sociological Review style (see any issue of ASR for examples).

Reaction papers are due January 23.

BOOK REPORTS

Write two brief (about eight typewritten pages each) book reports on Gresham Sykes' The Society of Captives and Jack Henry Abbott's In the Belly of the Beast. In your reports, a special effort should be made to relate the Sykes and Abbott books to relevant tour experiences and classroom readings, lectures and discussions. Book reports should be fully referenced using the appropriate American Sociological Review style. Book reports are due January 25.

STUDENT PRESENTATIONS

Prepare two 30 minute oral presentations on two chapters selected from Erik Olin Wright's The Politics of Punishment and/or Robert Sommer's The End of Imprisonment. Approximately 20-25 minutes of each presentation should be devoted to summarizing the chapter, while the last 5-10 minutes should include comments regarding: (1) your reaction to the chapter; and (2) the relationship of the chapter to other classroom readings, lectures and discussions.

PRISON TOURS--SCHEDULE AND COMMENTS

Below is a schedule of the prison tours we will be taking this term (along with some brief comments about each tour stop). Most prisons have the following rules for visitors:

--all visitors must have an I.D. with a photograph
--no prescription medicine is permitted
--no cameras
--no purses for women (or men)
--no blue jeans (prison officials have a strange hang-up about being able to distinguish inmates from visitors)
--and, surprisingly enough, no firearms/weapons.

JANUARY 11, 1984 (WEDNESDAY)--HUTCHINSON

--1:00 p.m. Kansas State Industrial Reformatory. A maximum security prison primarily used for younger, lower risk inmates. Inmate population is approximately 1,200.

--7:00 p.m. Reno County Jail. A fairly typical small city jail. Its one distinguishing feature is that it's virtually escape proof.

JANUARY 17 (TUESDAY)--TOPEKA

--10:00 a.m. Kansas Reception and Diagnostic Center A very small maximum security prison used for psychological evaluation--testing and observation--of recently convicted male felons.

-- 1:00 p.m. Meeting with Judge Michael Barbara--Secretary of Corrections for Kansas.

-- 3:00 p.m. Kansas Correctional Vocational Training Center. A co-ed, minimum security prison used to "teach trades" to unskilled, lower class, young, non-violent offenders. In Kansas convict argot, KCVTC is referred to as "Candyland."

JANUARY 18 (WEDNESDAY)--TOPEKA/LANSING

--9:00 a.m. Youth Center at Topeka. A typical reformatory for older (age 16-18) delinquent boys.

--2:00 p.m. Kansas Correctional Institution. Once a "maximum security" women's prison, now marginally co-ed. Originally built in the 1800s as a women's V.D. sanitorium.

JANUARY 19 (THURSDAY)--LANSING/LEAVENWORTH

--9:00 a.m. Kansas State Penitentiary. Maximum security for older, higher risk inmates. Badly overcrowded and outdated. Houses 1,700 inmates.

--1:00 p.m. Federal Penitentiary at Leavenworth. One of the few remaining "big houses" operated by the Federal Bureau of Prisons. Has the second highest security ranking of any U.S. penitentiary. Houses 1,100 inmates.

JANUARY 20 (FRIDAY)--LEAVENWORTH (FORT LEAVENWORTH)

--9:00 a.m. United States Military Disciplinary Barracks. The only long-term incarceration facility for "khaki-collar" criminals. Houses military personnel convicted of civilian and (rarely) military crimes. One of the most interesting prisons in the U.S. Contains 1,500 inmates.

All motel/travel arrangements have been made. To pay for accommodations and travel expenses, an extra $120.00 charge is required for the course.

Contributed by: T.F. Hartnagel
University of Alberta

SOCIOLOGY 327:B2
CRIMINAL JUSTICE ADMINISTRATION

Course Description:

Sociology 327 is an introductory survey of criminal justice administration, with Sociology 325 (Criminology) as a prerequisite. The sociological study of crime is concerned with explaining the social construction of criminal laws; law-breaking behavior; and reactions to law breaking behavior. Sociology 327 focuses upon the latter, namely the causes and consequences of reactions to law breaking behavior. As such, it is concerned with a critical examination of the behavior of the official agencies of crime control. The theoretical perspectives and empirical research bearing upon the causes and consequences of the adminstration of the criminal law will be reviewed.

Required Texts:

1. J. Skolnick: Justice Without Trial, 2nd ed.
2. C. Griffiths, J. Klein & S. Verdun-Jones: Criminal Justice in Canada.
3. J. Irwin: Prisons in Turmoil.

All are paperback and should be purchased immediately. All required reading will be in these texts; and you will be required to read all three.

Office Hours:
Evaluation:
Course Format:
[Editors' note: see Hartnagel's Criminology syllabus, above.]

Course Organization and Objectives
The course will be organized around the following major topics: (1) models of the criminal justice system; (2) functions of the criminal sanction; (3) police organization and discretionary decision-making; (4) courts and negotiated justice; (5) social organization and processes in correctional institutions; (6) effectiveness of correctional treatments. A more detailed outline of topics to be covered and required reading is attached.

The general objective of the course is to develop a critical understanding of the organization and process of crime control, with particular attention to the Canadian criminal justice system. Furthermore, we will develop an ability to understand and apply sociological perspectives and concepts and to appreciate the distinction between manifest and latent functions and causes of behavior. More specifically, we will develop an understanding of the complexity of the crime control system and the interrelated nature of its several components. We will also develop different models of the criminal justice system and appreciate the multiple and divergent goals of this system. We will also consider such processes as goal displacement and discretionary decision-making and their implications. We will understand the concept of negotiated justice, the distinction between informal and formal relationships within organizations, and the impact on the individual of socialization to the criminal role. We will also develop an awareness of different types of treatment and their assumptions regarding the causes of criminal conduct as well as a critical evaluation of their relative effectiveness. We will also wish to understand the complexity of the public policy issues that involve crime control and assist you in formulating your own viewpoints regarding these matters.

Outline of Topics and Required Reading

I. The Administration of the Criminal Law: An Introduction
   Griffiths, Chaps 1 & 2.
   1. Criminal justice administration as a system
   2. Models of the crminal justice system
   3. Discretion in the administration of the criminal law
   4. Functions/goals of the criminal sanction
   5. The general deterrent effect of punishment: an assessment

II. The Police
   Griffiths, Chaps. 3 & 4; Skolnick, Chaps. 1 - 12.
   1. Police discretion
   2. Social Organization

III. Negotiated Justice and the Courts
   Griffiths, Chaps 5 & 6.
   1. Court organization and Process
   2. Pre-trial detention
   3. Plea negotiation
   4. Sentencing

IV. Correctional Institutions
   Griffiths, Chap. 7; Irwin, Chaps. 1 - 8.
   1. Social organization of prisons
   2. Informal inmate social system
   3. Prisonization

V. Correctional Treatment
   Griffiths, Chaps. 8 - 11.
   1. Types of treatment
   2. Measuring effectiveness
   3. Institutional treatment programs
   4. Community treatment programs
   5. Crime prevention programs

Contributed By: Robert J. Mutchnick
Chair, Curriculum Committee
Department of Criminology
Indiana University of Pennsylvania

I. CR 300 THEORY OF COMPLEX CRIMINAL JUSTICE ORGANIZATIONS

II. Catalogue Description

Study of the evolution and theories of organizational alternatives and their application to the administration of justice.

III. Course Objectives

1. To introduce the student to modern theories of organization.
2. To examine alternative organizational structures.
3. To show the role organization and bureaucracy have in determining the quality of justice and its administration in the U.S.
4. To provide prerequisites for organizational change.
5. To provide an opportunity to explain in depth a specific area of justice organization

IV. Course Outline

The course will be based on the following outline:

1. Types of legitimate rule
2. Foundations of the theory of organization
3. The structure of police organization
4. The structure of judicial organization
5. The structure of correctional organization
6. Rationale of the criminal justice system organization
7. Alternative organizational models
8. Goals of the justice system
9. The role of goals in an organization
10. The interaction of goals and organization in Western society.
11. Organizational change models

VI. Methodology and Procedure

This course will consist of lectures and directed discussions. Each student will be expected to participate in class, based on text and supplemental readings.

Students will be given periodic quizzes, a mid-term and final examination. In addition, an academic term paper of approximately 15 pages will be expected from each student. Topics will be assigned to the class.

VII. Text

The following text is suggested:

Etzioni, Amitai, A Comparative Analysis of Complex Organizations The Free Press of Glencoe, 1971.

VIII. Other Readings

National Advisory Commission on Criminal Justice Standards

and Goals - A National Strategy to Reduce Crime. Washington, D.C., 1977.
Powers, Stanley P. Developing the Modern Organization ICMA 1976.
Tochs, Hans Agents of Change: A Study of Police Reform. John Wiley & Sons, 1975.

IX. Evaluation
Students will be evaluated on

1. Class participation
2. Quizzes
3. Mid-term examination
4. Final examination
5. Term paper

X. Scholarly Papers/Research Requirement
An academic term paper will be required of each student. The paper will provide an opportunity for a student to develop a specific interest in organization. The paper will develop an aspect of organization that impacts the quality of justice and its administration.

The paper will be written in accordance with an accepted style manual.

Contributed by: Barbara Raffel Price
CUNY Graduate School & University Center
John Jay College of Criminal Justice

POLICE AND PROFESSIONALISM CRJ U712

This course will explore and analyze the concept of professionalism and its relation to social control with special reference to the police. We will examine how professionalism may be functional (or dysfunctional) in improving police service, in furthering both accountability and ethical considerations in policy making, in controlling police malpractice, in encouraging self-regulation, systematic studies, experimentation and critical evaluation, and in managing discretion through internalization of standards and through rule-making.

Required Readings
Price, B.R. (1). Police Professionalism. Lexington Books, 1977.
Muir, R. Police: Streetcorner Politicians. U of Chicago Press.
Bayles, M.D. Professional Ethics. Wadsworth Publishing Co, 1981.
Davis, K.C. Discretionary Justice. University of Illinois Press, 1973.

Rubinstein, J. *City Police*. Ballantine Books, 1975.

Chevigny, Paul. *Police Power: Police Abuses in New York City*. New York: Pantheon Press, 1969.

Sherman, L. *The Quality of Police Education*.

Manning, P.K. "Observing the Police: Deviants, Respectables, and The Law," in *Research on Deviance*, Jack Douglas, ed. New York: Random House, 1972.

McIver, R.M. "The Social Significance of Professional Ethics." *The Annals of the American Academy of Political and Social Science* 297 (1955): 118-124.

Parsons, T., "Professions " In *International Encyclopedia of the Social Sciences*. 2nd Ed. St. Paul, Minn.: West Publishing Co,. 1965

Price, B.R. (2) "Integrated Professionalism: A Model For Controlling Police Practices." *Journal of Police Science and Administration* 7 (1): 93-98. 1979

Course Requirements
Seminar participation, discussion leadership, term paper.

Schedule
FEB. 1 - What is a profession? A professional?
8 - Professional Models
Reading - Price (1); Rubinstein
15 - Models continued
Readings - Muir
22 - Professional Ethics
Readings - Bayles
Guest: Dr. R.G. Price, Philosophy Dept., Pennsylvania State University.
March 1 - Discretion
Readings - Davis
8 - Malpractice
Readings - Chevigny; Manning
15 - Professionalism for the police officer
Readings - Price (2)
22 - ACJS - Guest To Be Announced
April 5 - Issues in Professionalism: Standards, Responsibilities and Duties, Autonomy
12 - Issues in Professionalism: Dedication to Service-Obligations, Empathy, Neutrality, and Objectivity
19 - Expanding the Body of Knowledge. Research and Reform
The Rule of Law
The Role of Rhetoric for Professionalism
26 - Ethics, Values and the Professional Role
Public Acceptance
May 3 - Structuring Discretion
Clearly Defined Membership
10 - Summary and Conclusions: The Meaning of Professionalism for the Police - Functions and Dysfunctions.

Contributed By: V. Signorile
University of Windsor

LAW AND SOCIETY

PROSPECTUS

As far as possible the syllabus will be followed and the readings taken up in the order listed. Each section will be limited to approximately six weeks, whether all the readings are covered or not.

Examinations will be given as a section is finished, and will cover only that section.

These examinations will ordinarily be essay. The rules of essay writing will apply in a somewhat relaxed form. Legible and intelligible sentences are the student's responsibility. Except as otherwise announced, no books, notes, or other reference materials are allowed during the exam.

Each of the two examinations will be given equal weight in calculating the final mark.

SYLLABUS

* All materials are available at the Library Reserve Desk

1. LAW AND THE QUEST FOR SOCIAL ORDER

MacIver - The firmament of law
Quinney - The ideology of law: notes for a radical alternative to legal oppression
Kline and Hazard - The withering away of the state
Malinowski - The automatic submission to custom and the real problem; and Law in the breach and the restoration of order
Weber - The types of legitimate domination
Hoebel - Law and anthropology
Week - Ibo Law
Jeffery - The development of crime in early English society
Cardinal- The unjust society
Falk - Components of international order
Arechaga- The international court of justice and the judicial settlement of international disputes
Schachter-Dag Hammarskjold and the relation of law to politics.

II. THE APPLICATION OF LAW: INTERPRETATION, CONFLICTS AND DILEMMAS

Gluckman- The reasonable man in Barotse law
Fuller - The case of the Speluncean explorers

Fulford - The Morgentaler case
Coulson - Idealism and realism in Islamic law
Hoebel - Fundamental cultural postulates and judicial law-making in Pakistan
Cohn - Anthropological notes on disputes and law in India
Kittrie - The divestment of criminal justice and the coming of the therapeutic state
Schur - Crimes without victims
Macaulay- Noncontractual relations in business
Cartwright and Schwartz - The invocation of legal norms
Editors of The Mysterious East - Catching up with Gladstone

Contributed By: C.L. Vincent
University of Windsor

COURSE OUTLINE: VICTIMOLOGY

1. Overview of victimology's place in the field of criminology.
   - A. Early Beginnings
   - B. Theories of Von Hentig and Others.

2. Victim reporting and surveys.
   - A. Victim's Reporting of Crimes
   - B. Witnesses
   - C. Differences According to Class and Race.

3. Types of victims
   - A. Murder-Rape-Child Abuse-Wife Abuse.
   - B. Violent and Nonviolent Crime

4. Relationship between perpetrator and victim.
   - A. Vulnerability/Culpability
   - B. Natural Victims

5. The victim and society - reactions
   - A. Physical
   - B. Financial
   - C. Social
   - D. Psychological

6. The victim and the administration of justice.
   - A. Police-Victim Interaction
   - B. The Judicial System - lawyers, judges, and jurors - and the accused.
   - C. Role for the Victim?

7. Services for crime victims
   - A. Creating Safe Environments
   - B. Victim Service Programs
   - C. Victim Compensation Programs and Restitution.

8. The Future of victimology
   - A. Changes in the Law
   - B. Changing Fucus
   - C. Changes in Societal and Media Attitudes.

COURSE REQUIREMENTS
1. In-class mid-term exam
2. Final Exam
3. Case Study on One of the Following:
   - A. A personal case analysis (biography or autobiography), or
   - B. Analysis of case(s) reported in media, books, or movies.

In all papers, the student must provide his/her own analysis of the crime, with focus on the course content. Paper due the final day of class.

TEXT: Perspectives on Crime Victims, edited by Burt Galaway and Joe Hudson, Mosby, 1981.

Contributed By: Richard A. Wright
McPherson College
and
Linda Deutschmann
University of Toronto

A GUIDE TO USING FEATURE FILMS IN TEACHING CRIMINOLOGY

There has recently been increasing interest in the use of full-length motion pictures in teaching sociology (see Smith, 1973 and 1982; and Demerath, 1981: 70). With the proliferation of video disc/cassette equipment and the plethora of "reality-based" films, this trend will probably continue into the future. Feature films may be particularly good pedagogic aids in criminology classes primarily because college students usually have little personal familiarity with crime victimization, criminal subcultures, and the criminal justice system. Films help exemplify and personify abstract criminological concepts and hence serve as a surrogate experiential repertoire for students and instructors. Crime feature films have many of the same pedagogic advantages as criminal "life histories"--e.g., Sutherland's The Professional Thief or Klockars' The Professional Fence--but without the same lengthy time commitment.

Demerath (1981: 69-82) contends that films can be used in sociology classes both as (1) literal descriptions/illustrations of social reality (or statements about what is); and/or (2) idealized mythical prescriptions relating to social reality (or statements about what ought to be). Most films encompass both descriptive and prescriptive dimensions and hence are dialectical in nature--movies typically begin with what Hollywood moguls assume are empirically valid images of reality and then conclude with moral evaluations of these assumed realities. Sociologists using feature films in the classroom must be alert to descriptive/prescriptive content shifts. In addition, Demerath (1981: 71-76) notes several other important caveats for instructors who use features films: (1) movies mean different things to different observers (of course, criminology texts also mean different things to different readers); (2) because of some extraordinary or heroic quality, main characters in movies sometimes behave unusually and hence fail to represent any typical empirical social psychological type; and (3) films rely exclusively on audio and visual perceptual modalities and consequently selectively depict reality (of course, sociological depictions of reality can likewise be criticized for selectivity and incompleteness).

There are three specific ways to incorporate feature films into class presentations. First, films can be shown in their entirety (certain classic crime films like *M*, *I am a Fugitive from a Chain Gang*, *Straight Time*, and *Prince of the City* offer considerable descriptive criminological insight from start to finish and hence might merit a complete showing.) Second, particular excerpts can be selected from films (for example, certain scenes from *Midnight Cowboy* could be shown to illustrate the nature of homosexual prostitution; likewise, the harrowing gas chamber sequence which concludes *I Want to Live* can be used in discussions on capital punishment). Finally, classroom examples can be drawn from certain extremely popular movies without actually showing the relevant scenes. Because "blockbuster" films like *Jaws*, *Star Wars*, and *E.T.* are part of our common cultural experience, classroom references to these movies require no excerpts. (For example, when I want to demonstrate to students that criminals who successfully plead insanity are not necessarily "getting away with murder," a quick reference to McMurphy's complicated predicament in *One Flew Over the Cuckoo's Nest* usually makes the point.) When using a popular film for a classroom example, however, it is probably a good idea to ask in advance how many students have seen the movie (because students and instructors might have very different notions about what is "popular").

Below is a guide to 42 feature films which are particularly useful descriptive aids in teaching criminology and criminal justice. It should be noted that six types of movies have largely been excluded from the guide because they are outdated, irrelevant, inaccurate, solely entertainment oriented, and/or possess stereotypical, exaggerated, and/or atypical characterizations: (1) gangster films (e.g., *Little Caesar*, *Angels with Dirty Faces*, *Dead End*, *The Petrified Forest*, and

High Sierra); (2) suspense/mystery entertainment (e.g., Psycho, Rear Window, Laura, Klute, and Body Heat.); (3) courtroom melodramas (e.g., Twelve Angry Men, Inherit the Wind, and Justice for All); (4) sensationalized prison films (e.g., Big House U.S.A., Birdman from Alcatraz, Escape from Alcatraz, and The Last Mile); (5) vigilante/retribution films (e.g. Walking Tall, Death Wish, and Dirty Harry); and (6) crime comedies (e.g., Take the Money and Run, Stir Crazy, and Dead Men Don't Wear Plaid). While some of the above movies make blatant prescriptive arguments about what society should do with criminals--for example, Walking Tall, Death Wish, and Dirty Harry prescriptively contend that "hanging is too good" for violent offenders--there are numerous descriptive distortions which flaw the films. Instructors interested in using one of the excluded films for prescriptive classroom illustrations are urged to consult Halliwell (1983) for additional information.

References

Demerath, N.J., III
1981 "Through a Double-Crossed Eye: Sociology and the Movies." Teaching Sociology 9(1): 69-82.

Halliwell, Leslie
1983 Halliwell's Film Guide (Second Edition). New York: Scribners.

Smith, Don D.
1973 "Teaching Introductory Sociology By Film." Teaching Sociology 1(1): 48-61.

1982 "Teaching Undergraduate Sociology Through Feature Films." Teaching Sociology 10(1): 98-101.

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ALL THE PRESIDENT'S MEN
138 mins.; color; 1976; U.S.; Warner/Wildwood

Director William Goldman's chronicle of the Watergate scandal. One of the few movies dealing with what C. Wright Mills referred to as the "higher immorality" of the politically privileged. Neutralization techniques--e.g., appeal to higher loyalties, and condemnation of the condemners--are all well illustrated in the film. Starring Dustin Hoffman and Robert Redford.

ATLANTIC CITY
105 mins.; color; 1981; U.S. Paramount

Director Louis Malle's (Pretty Baby) excellent story of a small-time elderly numbers runner (played by Burt Lancaster) in Atlantic City, New Jersey. This remarkably complex movie illustrates the broad scope of organized crime (which is the lurking force behind both small-time numbers operations and the new multimillion dollar Atlantic City casinos). Also, the film superbly demonstrates how numbers runners become taken-for-granted figures in slum neighborhoods--more dependable and conspicuous than mail carriers.

BADLANDS
94 mins.; color; 1973; U.S.; Columbia

The fictionalized true story of a lonely Nebraska garbage collector and his teenage girlfriend who wander across the Badlands of South Dakota randomly killing local residents. The movie provides good examples of control theory along with insight into the nature of the sociopathic criminal personality. Timely because of the recent spotlight being placed on so-called "serial" killers. Starring Martin Sheen and Sissy Spacek.

THE BIG HOUSE
88 mins.; bw; 1930; U.S.; MGM

The grandfather of prison movies. The film gives students some idea about what "big houses" were like in the 1920s and also illustrates that prison riots did not begin with Attica and New Mexico State. Although very good for its time, the movie still fails to capture the special strangeness of prison life.

BLOW UP
110 mins.; color; 1966; British; MGM

A fashion photographer inadvertently films what he suspects is a murder, but then misplaces the evidence. Because it examines how individuals classify and interpret murder, this may be the only ethnomethodological crime film. Blow Up is enigmatic and thoughtful.

BONNIE AND CLYDE
110 mins.; color; 1967; U.S.; Warner/Seven Arts

Director Arthur Penn's highly fictionalized and largely pointless account of the real life 1930s gangsters. Like Robert Merton, Penn seems to be saying that crime is committed to achieve status when legitimate opportunities are blocked. But by casting two glamorous and cerebral stars (Faye Dunaway and Warren Beatty) in the lead roles, the criminal motives of Bonnie and Clyde become ill-defined. The real Bonnie and Clyde were far from being the best and the brightest of their era.

THE BOSTON STRANGLER
118 mins.; color; 1968; U.S.; Twentieth Century Fox

Sensationalized account of the sensational 1960s rape case. Although the film is often foolish and ineffective, at least it emphasizes that rape is more a crime of violence than a sex offense. Tony Curtis is "the Strangler."

BRUBAKER
131 mins.; color; 1980; U.S. Twentieth Century Fox

The fictionalized account of Thomas O. Murton's real-life exeriences as director of the Arkansas prison system. Although well-intentioned, this film inevitably makes students believe that corrupt prison officials, inmate correctional officers (the infamous Arkansas trusty system), and the killing of inmates by prison administrators are routine practices in all U.S. prisons. Prison conditions in the U.S. are abominable, but the Arkansas system in the late 1960s-early 1970s was clearly the bottom of the barrel. Implying that every prison in the U.S. is as poorly run as the Arkansas State Penitentiary was in 1968 is no more enlightening to students than the opposite stereotype that prisons are "country clubs." Starring Robert Redford.

CHINATOWN
131 mins.; color; 1974; U.S.; Paramount

Director Roman Polanski's story of public corruption, murder, and incest among the Los Angeles elite of the 1930s. The film illustates radical criminology by strongly emphasizing that the criminal justice system ignores the crimes of the privileged. Starring Jack Nicholson and Faye Dunaway.

A CLOCKWORK ORANGE
136 mins.; color; 1971; British; Warner/Polaris

Writer/director Stanley Kubrick's adaptation of the Anthony Burgess novel depects delinquency and punishment in a not-so-distant future society. If students can wade through the gratuitous sex and violence, the film does an excellent job of portraying the sociopathic/disturbed leadership which some criminologists--most notably Yablonsky--have attributed to juvenile gang leaders. The movie also astutely contrasts the "old" punitive prison model with the "new" therapeutic/rehabilitative prison (which relies on drug "therapy" and behavior modification). Kubrick illustrates that the latter "treatment" may be more harsh and repressive than the former. Starring Malcolm McDowell.

THE CONVERSATION
113 mins.; color; 1974; U.S.; Paramount

Director Francis Ford Coppola's (The Godfather, The Godfather Part Two) story of a bugging device expert (played by Gene Hackman) who uncovers evidence that he is being used as an accessory to murder. The film gives students some insight into the technical possibilities of surveillance.

COOL HAND LUKE
126 mins.; color; 1967; U.S.; Panavision

The archetypical chain gang movie. Paul Newman stars as an irrepressible prison-farm convict who chooses death rather than permit the prison system to crush his spirit. Like most films in this genre, the prisoners are portrayed as being infinitely more sane, civil, honest, trustworthy, and law-abiding than their keepers. Despite this ridiculous sentimentality, the movie does effectively depict the assault on manhood which prison officials wage against inmates.

THE DEFIANT ONES
96 mins.; bw; 1958; U.S.; Universal

An articulate black and a racist white convict escape from a chain gang chained together. The movie says much more about racism than about crime and punishment. Directed by Stanley Kramer; starring Sidney Poitier and Tony Curtis.

THE DESPERATE HOURS
112 mins.; bw; 1955; U.S.; Paramount

Director William Wyler's excellent portrait of three escaped convicts who hold a family hostage in their suburban home. Considering the recent flurry of hostage incidents involving "heavy" and politically motivated criminals, the film seems amazingly prescient. Wyler superbly illustrates the dynamics of the hostage taking situation. Starring Humphrey Bogart.

DOG DAY AFTERNOON
130 mins.; color; 1975; Warner

The fact-based account of a blundered bank robbery which culminated in a hostage taking situation. The movie expertly illustrates the tense, manipulative interaction which occurs between "heavy" criminals and their victims. The film also incisively and cynically comments on crime coverage by the mass media. Directed by Sidney Lumet (Serpico, Prince of the City, The Verdict); starring Al Pacino.

FORT APACHE: THE BRONX
120 mins.; color; 1981; U.S.; Time-Life Films

Cops, heroin, and murder in New York slums. Depressing, harrowing, and violent. Certain scenes from the film may be of some use in the classroom for accurately depicting the dangerous and seamy aspects of police work. Policing is also often tedious and boring (even in the Bronx), which this movie in no way conveys. Starring Paul Newman and Ed Asner.

THE FRENCH CONNECTION
104 mins.; color; 1971; U.S.; Twentieth Century Fox

The account of a New York policeman (played by Gene Hackman) who tracks down the leaders of an international heroin ring. The film is based on the real life adventures of a tough cop named Eddie Egan--a flesh and blood forerunner of "Dirty Harry." At least the movie demonstrates several unique ways for placing contraband in cars.

THE GODFATHER
175 mins.; color; 1971; U.S.; Paramount

THE GODFATHER, PART TWO
200 mins.; color; 1974; U.S.; Paramount/Coppola

Director Francis Ford Coppola's (The Conversation) epic stories of the Corleone Mafia family in New York City. Taken together, the movies are fairly good summaries of certain aspects of organized crime during the 1940s-'50s. From the Mario Puzo book; starring Marlon Brando, Al Pacino, and Robert de Niro.

HARDCORE
108 mins.; color; 1979; U.S.; R.C.A. /Colombia

A distraught father (played by George C. Scott) searches for his runaway daughter-turned porno movie "star" in Los Angeles and San Diego "combat zones." The film provides excellent insight into the underworld of sex marketing (including adult bookstores and theatres, prostitution, peep shows, massage parlors, snuff films--the works). Hardcore is a rare glimpse into a remarkably seedy criminal underworld.

I AM A FUGITIVE FROM A CHAIN GANG
90 mins.; bw; 1932; U.S. Warner

Paul Muni stars as a young man convicted of a crime he did not commit who is then brutalized on a chain gang. In the process, Muni's character is transformed into a vicious criminal. An outstanding example of labeling theory, this film ranks with Straight Time as one of the finest crime movies ever made. An excellent film for the classroom.

I WANT TO LIVE
120 mins.;bw; 1958; U.S.; United Artists

The true-life account of Barbara Graham, a young prostitute who was convicted and eventually executed for a murder she probably did not commit. Despite its badly outdated quality (for example, censors impelled the filmmakers to refer to Graham as a "party girl" rather than hooker), the end of the film contains a graphic, harrowing, and accurate gas chamber scene. The last 20 minutes are must viewing for students who believe that executions can be humane. Starring Susan Hayward.

IN COLD BLOOD
134 mins.; bw; 1967; U.S.; Columbia

The plodding film version of Truman Capote's classic fictionalized novel. While director Richard Brooks competently depicts the brutality of the famous Clutter family murders, students will learn infinitely more from Capote's outstanding book.

KEY LARGO
101 mins.; bw; 1948; U.S. Warner

A World War II veteran (played by Humphrey Bogart) is stranded with a group of gangsters in a Florida hotel during a hurricane. Of interest if only because it illustrates the decline of organized crime in the U.S. during the 1940s.

THE LAST DETAIL
104 mins.; color; 1973; U.S. Columbia

The weekend experiences of two navy petty officers who escort a young recruit prosecuted for theft from the Norfolk Naval Base to a stockade in New Hampshire. The Last Detail expertly depicts the special starkness of military justice, along with the inconsolable fears of the novitiate prisoner. Starring Jack Nicholson.

M
118 mins., bw; 1930; German; Nero Film

Director Fritz Lang's classic and distinctly unsympathetic film about a child molester/murderer (played superbly by Peter Lorre). Perhaps the best feature of the movie is its expert portrayal of the extreme repugnance other criminals express for child molesters (M is finally "tried" and "executed" by a "jury" comprised of his criminal colleagues). Subtitles.

MEAN STREETS

110 mins., color; 1973; U.S.; Taplin/Perry

The story of four small-time Italian hustlers on the prowl in New York City. Vulgar and vicious, the film gives Wolfgang and Ferracuti's "subculture of violence" argument real meaning. By comparison, Mean Streets makes The Godfather look like The Beverly Hillbillies. Directed by Martin Scorsese (Taxi Driver, Raging Bull); starring Robert de Niro.

MIDNIGHT COWBOY

113 mins.; color; 1969; U.S.; United Artists

A highly contrived treatment of the camaraderie between two small-time street hustlers (played by Jon Voight and Dustin Hoffman) in New York City. While it may be a waste of time to show the entire film to criminology students, there are two scenes worth excerpting which powerfully--and fairly accurately--portray homosexual prostitution.

MIDNIGHT EXPRESS

121 mins.; color; 1978; British; Columbia/Casablanca

The extremely stark and harrowing true-story of American Billy Hayes's years in a Turkish prison (following his conviction for possession of hashish). Perhaps the only feature film treatment of prison conditions in Third World countries, at the very least Midnight Express will convince your students not to buy and sell drugs abroad. One of the few prison films to imply that homosexuality might go on behind bars.

THE NEW CENTURIONS

103 mins.; color; 1972; U.S.; Columbia

Novelist Joseph Wambaugh and director Richard Fleischer work the perennial "old cop/new cop" theme with some success. Of some interest because it introduced "new realism" in Hollywood's portrayal of policing. However, students may ultimately learn more about police from watching episodes of "Hill Street Blues." Starring George C. Scott.

ONE FLEW OVER THE CUCKOO'S NEST

134 mins.; color; 1975; U.S.; United Artists/Fantasy

The depressing story of a small-time criminal (played by Jack Nicholson) convicted of rape who discovers that "mortification of the self" may be worse in insane asylums than in prisons only after he is transferred to a mental hospital. The movie strongly supports labeling/interactionist arguments by emphasizing the situational nature of insanity and crime. The film is of significance to criminology students because it reveals that criminals who "cop" insanity pleas and end-up in asylums may suffer a worse fate than those who are imprisoned.

THE ONION FIELD
126 mins.; color; 1979; U.S.; EHE

The true story of the aftermath of a brutal cop killing. The film is an excellent study of the sociopathic criminal personality but more importantly illustrates how the lengthy appeals process in capital punishment cases interminably delays the meting out of "justice." An outstanding movie which unabashedly supports the "hang 'em high" mentality. From the Joseph Wambaugh fact-based novel; starring James Wood.

THE PAPER CHASE
111 mins.; color; 1973; U.S.; Twentieth Century Fox

The experiences of a young Harvard student in his first year of law school. The film both illustrates the formation of the "legal" mind through the use of the Socratic method of teaching in law school and provides occasional glimpses of the assumptions contained within the "classical" theory of crime which undergirds Western jurisprudence. Spawned the excellent but ill-fated television show. Starring John Houseman; from John Jay Osborn's true-life novel.

PAPILLION
150 mins.; color; 1973; U.S.; Papillion Partnership

Long and boring true-life account of a convict sentenced to the French penal colony on Devil's Island. May be of some interest because of recent proposals to reinstate penal colonies (see, for example, Tom J. Farer's Society article "Solving Violent Crime: Innovating Policies" -- 1982, Vol.19, No. 5, pp 10-12). Starring Steve McQueen and Dustin Hoffman.

THE PARALLAX VIEW
102 mins.; color; 1974; U.S; Paramount

A crusading journalist (played by Warren Beatty) investigates a plot to kill all the witnesses to a political assassination. While commendable as one of the few movies to suggest that deviance might occur in high places, in the final analysis this very conspiratorial and suspenseful film is not very instructive. Directed by Alan J. Pakula (All the President's Men).

PRETTY BABY
109 mins.; color; 1978; U.S.; Paramount

The controversial account of pedophilia and prostitution in a 1900 New Orleans bordello. Although it attempts to examine child prostitution in an objective and detached fashion, the movie ironically panders to pedophiles by containing several sexually oriented scenes which feature child-star Brooke Shields. Consequently, the film is much more useful in promoting classroom discussions on the cause-effect relationship between mass media "entertainment" and crime (in this case, child molestation) than in providing students with an accurate depiction of prostitution at the turn of the century.

PRINCE OF THE CITY
167 mins.; color; 1981; U.S.; Orion/Warner

The story of corruption in the police unit investigating heroin traffic in New York City. Treat Williams stars as a detective who--while testifying before a commission investigating police corruption--finally comprehends the corruption and immorality of his own policing. An excellent motion picture which demonstrates how neutralization techniques and labeling relate to police corruption. Directed by Sidney Lumet (Serpico, Dog Day Afternoon, The Verdict).

REBEL WITHOUT A CAUSE
111 mins.; color; 1955; U.S.; Warner

Status offenders, pre-delinquents and delinquents raise hell in the 1950s. The movie demonstrates Albert Cohen's argument that delinquent's invert middle class values by being malicious, negativistic, and non-utilitarian, but doesn't really suggest why this is the case. This is perhaps the best film ever made about juvenile delinquency (which isn't saying a great deal considering other "good" films in this genre include West Side Story and The Warriors). Starring James Dean, Natalie Wood, and Sal Mineo.

SERPICO
130 mins.; color; 1973; U.S.; Paramount

Director Sidney Lumet's (Dog Day Afternoon, Prince of the City, and The Verdict) fact-based portrait of a clean but unorthodox New York cop (played by Al Pacino) who single-handedly exposes police corruption. Ironically, Al Pacino's character is not very believable. In Prince of the City, Lumet created a much more effective version of the same theme.

STRAIGHT TIME
114 mins.; color; 1978; U.S.; Warner/First Artists

Dustin Hoffman plays an ex-convict who fails to go straight once paroled from prison. Although a critical and commercial flop, *Straight Time* is one of the finest and most realistic crime movies ever made. The film expertly documents how social factors --especially parole officer and employer suspicions-- conspire to push the ex-con back into a life of crime. *Straight Time* strongly illustrates containment/control theory and labeling arguments and also supports John Irwin's interpretation of the parole experience as described in *The Felon*. A first rate movie for criminology classes.

TAXI DRIVER
114 mins.; color; 1976; U.S.; Columbia

Director Martin Scorsese's (*Mean Streets*) grim study of a lonely and alienated cab driver who gradually adopts a violent life-style as a result of observing the depravity of big-city life. The film powerfully illustrates control and drift theories. Despite considerable violence and vulgarity, *Taxi Driver* is a sublime learning experience for students (especially if viewed in conjunction with the assigned reading of Fred Davis's classic *American Journal of Sociology* article "The Cabdriver and His Fare: Facets of a Fleeting Relationship" --1959, Vol. 65, pp. 158-165). In addition, the movie so accurately depicts the distinctive assassin personality type that John Hinckley adopted the central character as his role model. Starring Robert de Niro and Jodie Foster.

THE VERDICT
128 mins.; color; 1982; U.S.; Twentieth Century Fox

An over-the-hill alcoholic attorney (played by Paul Newman) betters a large corporate law firm in a malpractice suit against a prominent hospital. A major theme of the film is that the judicial process favors the well-heeled; however, this point is made in such a heavy-handed fashion that several scenes lack credibility. Despite many bizarre plot twists, *The Verdict* was a popular hit because of its "little guy beats the big guys" theme. The movie is basically *Rocky* in the courts.

FILMS FOR CLASSROOM USE: A SELECTED LIST

I. Reviews by Ron Fagan, Pepperdine University

1. *Truman Capote's "The Glass House"* - color 90/minutes. The film focuses on two new inmates and a new prison guard. One of the new inmates commits suicide after being gang-raped, the other new inmate discovers evidence of a drug extortion ring run by one

of the inmates. Shot on location at the Utah State Prison with actual guards and convicts in many roles. Stars Alan Arkin, Vic Morrow, and Billy Dee Williams. The film originally appeared on T.V. in 1974. Consistently one of my student's favorite films, excellent depiction of prison subculture, prison guards, and prisonization, 1974.

2. Born Innocent - color/99 minutes. Linda Blair portrays a 14 year old who repeatedly runs away from an unhappy, tortured homelife. She is sent to a juvenile home where, in order to survive, she abandons her ideals and adopts the oppositional prison delinquent subculture attitudes and behavior of her peers. The film can be used to highlight a number of points, but I have found it most useful when discussing the etiology of criminality or prison and rehabilitation. 1974.

3. Youth Terror: The View From Behind the Gun - color /45 minutes. Examines juvenile crime from the point of view of the offenders. The film interviews juvenile delinquents and explores their motives for committing crimes, feelings for their victims and their perceptions of being perceived as deviant. I have had excellent results when I have students analyze the film in relationship to the sociological theories of criminality. Also an excellent vehicle for discussing solutions to the crime problem. 1978.

4. Women Inside - color/60 minutes. One of the best (and few) films on women in prison. Bill Moyer interviews women in Miami's Dade County Women's Detention Center, focusing on their poverty, lack of education, and lack of meaningful vocational opportunities in prison. 1980.

5. Justice on Trial - color/49 minutes. While getting somewhat dated, this is probably still the best overview to the problems within the judicial system. I have found that the best way to utilize this film is to precede it with a good introduction to the criminal justice system, use the film to highlight the problems, and follow it by a thorough discussion of specific problems and solutions discussed in the film. 1977.

6. Station 10 - color 58 minutes. This is the best film (and one of the very few) showing the daily life of policemen at an inner-city police station (in Montreal, Canada). I have had best results with this film by first introducing some of the basic components of police work, then showing the film, and following it by a series of lectures on police work. 1973.

7. Scared Straight - color/53 minutes. The famous film on the lifer's juvenile delinquency prevention program at Rahway State Prison in New Jersey. The film is basically a documentary which

follows a group of young lawbreakers through the three hours of their intimidating ("scared straight") encounter with the lifers. The film includes interviews with the juveniles three months later that indicate that all but one have remained out of trouble. The film should be followed by a discussion of the current literature on the success of the Rahway (and similar) program. 1978.
-A similar film is *The Squires of San Quentin* - color/29 minutes.

Professor Fagan notes: "While I have used numerous other films, I feel that the above films are the best I have used up to this date. There are also some other excellent films in criminology that I do not use because of their relatively high rental cost (usually this is due to the fact that they must be ordered from specialized film rental companies). All of the above films are readily available from major university film or media centers."

II. Reviews by Linda Deutschmann, University of Toronto.

1. *Rape: A New Perspective* - color/7minutes. this brief film cogently presents the problem of the treatment of rape victims in the court. It dramatizes the way in whicn the victim of sexual assault is put on trial. A male who has been mugged, (played by actor Dennis Gingirch) is subjected to the "same kind" of questions as a rape victim would be. Students see quite clearly, for example, that the question of whether or not the mugging victim has given money away before is quite irrelevant. This can lead to a discussion of why prior sexual behavior is so often treated as relevant in cases of sexual assault. Quadra Media.

2. *The System: Out of Sight, Out of Mind* - Color/20 minutes. Useful at the introductory level. Reveals prejudices, myths, notions about the criminal justice system through interviews with children, inmates and their families, professionals and "citizens." These ideas are contrasted with the cold reality of the admissions procedure at a maximum security prison. National Film Board of Canada. (film and videocassette)

3. *A Warehouse for Bodies* - Color/28 minutes. This recent film begins with the arrival of three young men (one almost baby-faced) at Kingston Penitentiary in Ontario, Canada. This maximum security institution, built in 1835, provides a grim background for the routine procedures of incarceration. It is clear that what these young men will experience before they are classified and sent elsewhere will not favor their rehabilitation. Through interviews with a variety of prisoners and guards, and through straight visual impact, the film helps students to understand why our prisons neither correct offenders nor protect the society. Highly recommended. National Film Board of Canada. (film and videocassette.)

4. Boys Will Be Men - color/30 minutes. This film, shot in back alleys, pool halls & streets of inner city Montreal, shows boys as young as ten already caught up in the "masculine" competition for cash and status that leads to a life of full-time stealing. Recommended for deviance, criminology, law enforcement and related courses. National Film Board of Canada. Film and videocassette.

5. Tiers: A Story of the Penitentiary - color/19 minutes. An impressionistic film with documentary content. Filmed in the empty shell of B.C. Penitentiary, in British Columbia, Canada. This film provides background on the system of Canadian penology from Confederation to the present. National Film Board of Canada. Film and videocassette.

6. Taking Time - color/23 minutes. Explores the role of Canada's National Parole Board. Aimed at the general public, this film can be used as an introduction, but avoids the more contentious issues surrounding the role of the Board. National Film Board of Canada. Film and videocassette.

7. You're Under Arrest: Or - A Citizen's Rights and the Police. Color/16 minutes. Probably only of interest in Canadian classes, this lively, funny film is a favorite of my students. Useful for introducing the issue of the maintenance of citizens rights vs. the demand for "cooperation" with police. Its examples are drawn from citizen interaction with Montreal police. National Film Board of Canada. Film and videocassette.

8. Home Feeling: Struggle for a Community - color/58 minutes. A controversial film which implicitly criticizes the policing of an area populated mainly by newly-arrived immigrants living in public housing. Raises issues of racial conflict, urban anomia, and policing. National Film Board of Canada. Film and videocassette.

9. The Story of Janise - color/60 minutes. Made for T.V. - Story of an attractive young woman now serving a life sentence, (25 years before possible parole) primarily because of blind devotion to her violent, probably psychotic husband. Composed of reminiscences, reconstructed scenes and actual footage and voice tapes made by police, this film raises questions in all directions -- not just legal propriety, competence and "fairness", but also how "criminals" such as Janise are made. This is an off-shoot of an earlier film P4W (Prison for Women-National Film Board of Canada). Canadian Broadcasting Corporation (Fifth Estate Program).

10. Juvenile Court - B & W/ 144 minutes. Directed by Frederick Wiseman. A documentary in which the camera unobtrusively records

the daily routines of the Memphis, Tenn. Juvenile Court. Because the film is too long for use in my classes, I usually show one 20 minute segment, (reel #4) which deals with the case of a young man who has driven the get-away car but obviously does not comprehend that he should be held on the same charge as his companion. His lawyer pleads him guilty, "for his own good." Since we have similar legislation in Canada, my classes find this good material for discussion. Zipporah Films.

11. Law and Order - b & w/ 81 minutes. Directed by Frederick Wiseman, this documentary records actual events of normal policing. As in many of Wiseman's films, the attempt to preserve reality sometimes results in barely intelligible sound track, and I usually give students some help by establishing the sequence of events. I let them draw their own conclusions about what they see (e.g., some say that the film shows them why police violence is necessary, while others are astounded and dismayed that it does occur.) Because my class is only one hour, I show just the first reel of this film. A good conversation starter. Zipporah Films.

12. Murder One - color/46 minutes. A film composed of interviews with men who have been sentenced to die. (Some still on death row, others rescued by changes in State laws.) These interviews are interspersed with comments from the victims, their families, and blood-chilling descriptions of the murders. The film tends to support those students who favor the death penalty, but does provoke discussion and debate. This is also useful in class discussions of the "criminal mind" issue, although the convicts' interpretations of their own acts have probably been influenced by defense lawyers. (available from I.T.F).

13. White Collar Rip-Off - Color/49 minutes. A T.V. report on the various methods of white collar crime: employee theft; car repair insurance rip-offs; arson, and computer theft. Becoming dated, but still stimulating. Best for introductory deviance or criminology classes.

14. Crime and the Criminal - b & w/32 minutes. An edited version of the feature film "In Cold Blood" based on the non-fiction novel by Truman Capote. Useful in the context of the "criminal mind" controversy. Columbia (1968).

15. Law: A System of Order - color/18 minutes. Gives a brief overview of the functions of law in a world context. I use this in introducing a "law and society" course.

16. Station 10 - color/58 minutes. A "factual" record of 60 days of operation by a police precinct in Montreal. Shows policemen of station 10 investigating crimes, doing traffic duty, and dealing with citizen problems.

17. Morgentaler - color/42 minutes. Story of Dr. Morgentaler, whose abortion clinics are in violation of the Canadian Criminal Code, which allows abortions only in accredited hospitals and under restrictive conditions. Brought to trial several times, juries have thus far refused to convict him. Morgentaler is facing new charges at the present time, and a new film is being made. Caledon and Viking films, 1977.

18. Tokyo: The 51st Volcano - color/51 minutes. Although not focusing on police work, this film provides fascinating glimpses of it. Students don't forget that flower arranging is part of a riot policeman's training (teaches patience!) and they are gripped by the reality of a very different kind of student life. There are scenes of burning university buildings, and thousands of student rioters in hard hats in running battles with well-prepared riot police.

19. A Day In Court (Part I and II) - color/40 minutes. A documentary account of a day in Toronto's criminal courts. Useful as an introduction to the courts and court personnel.

20. Sharp and Terrible Eyes - color/87 minutes. A documentary style videotape (made for TV Ontario), this segment follows 2 delinquent boys through the experience of incarceration. Two half-hour tapes related to this one are also available. "Young and Angry" focuses on a troubled youngster--drinking under age, acting out, unmanageable. (He is sent to a group home and to a wilderness camp.) Perhaps more useful for criminology, is "What Is Justice?, which deals with a young man already well on the way to a career in B.& E. All three tapes contain extensive footing of the training school environment, along with comments from experts about the system and its problems. (for information, write T.V Ontario Marketing, Box 200, Stn Q Toronto M4T 2T1 or, in Ontario call (416) 484-2610.)

ALSO NOTED
Stephan P. Spitzer, University of Minnesota, sent us a list of videotapes available from the University of Minnesota Audio Visual Library Service, 3300 University Avenue S.E., Minneapolis, MN 55414. The following descriptions are from Professor Spitzer's list.

Explorations in Confrontation Therapy: The "Game" (1983) 35 minutes. The "Game" is a fast-moving hard-hitting type of confrontational therapy which is popular in prisons and other correctional settings. The viewer is introduced to the "rules" and observes the Game being played in a setting designed to rehabilitate chemically-dependent criminal offenders.

Interrupting Deviant Careers (1983) 22 minutes. Regardless of whether "intervention" strategies are employed or not, the recidivism rate for chemically dependent criminal offenders approaches 100 percent. However, one community based residential treatment program achieves nearly perfect success with this class of offender through the application of principles derived from sociological theories of deviance. Techniques used to apply anomie, differential association, and labeling theory in a correctional context are explored, and the extent to which applications reverse the process whereby deviance was initially created and later stabilized is assessed by evaluation research.

Kicking the Trouble Habit (1982) 30 minutes. Dean Jensen, Senior Counselor at Freedom House Rehabilitation and Re-entry Facility, reflects on his past life of crime and chemical abuse and factors contributing to going straight. A "prevention" tape intended largely for high school audiences.

The Modification of Mario (1982) 55 minutes. One current criminal justice procedure provides offfenders with stays of execution of sentences dependent upon successful completion of rehabilitation programs. However, decisions to accept or reject applicants may be left up to program residents. A repeated offender presents a self-image to facilitate entry into a community based program, while residents (in turn) counter with their own interpersonal strategies from a variety of perpectivees. Epilogue.

The Path to Freedom (1982) 15 minutes. Freedom House is a community based residential treatment center serving chemically dependent criminal offenders. Portrayal of major dimensions of the program and phases through which the treatment population passes, with consideration given to why treatment works. A "prevention" tape for general audiences.

Therapy Methods in Correctional Settings (1982) 35 minutes. An examination of Transactional Analysis as adapted for application in correctional settings. Briefer consideration of other techniques such as Behavior Modification in similar settings.

Teaching Criminology: An Annotated Bibliography

Richard A. Wright

It is a considerable understatement to suggest there is a dearth of published materials devoted to teaching criminology and criminal justice. Prior to 1977, only six articles were published on the topic; even recently, articles have appeared at the languid rate of fewer than two per year. During the late 1970s and early 1980s, the now defunct Law Enforcement Assistance Administration sponsored the publication of a number of handbooks devoted to criminal justice education. Only one of these monographs, however, dealt specifically with improving undergraduate education (see Culbertson and Carr, 1981). Still, there are three encouraging indications the teaching criminology lacuna may soon be filled: (1) in 1982 the Academy of Criminal Justice Sciences (ACJS) published a set of "model" criminal justice syllabi to be used in curriculum development; (2) a recent item appearing in the ACJS newsletter *ACJS Today* announced the creation of a new journal tentatively titled *Undergraduate Criminal Justice Education*; and (3) an ACJS sub-group has announced its intention of forming a section in the Academy devoted to teaching criminal justice.

Below is an annotated bibliography of publications which either specifically deal with teaching criminology or contain sections devoted to the topic.

MONOGRAPHS

Abadinsky, Howard (editor)
1982 *Academy of Criminal Justice Sciences Curriculum and Course Development Project.* Omaha, Nebraska: Academy of Criminal Justice Sciences.

This monograph contains 16 detailed "model" criminal justice syllabi developed by 26 separate committees of criminal justice educators who are members of the ACJS. Some of the classes for which model syllabi were compiled include the Sociology of Deviant Behavior, the Sociology of Criminal Law, Criminal Careers, Women and Criminal Justice, Criminology, Introduction to Corrections, Crime and Punishment in Literature, and the history of Crime and Criminal Justice in the United States. This monograph also contains textbook bibliographies in each area. Highly recommended for departments undergoing curriculum revision. For information, write to:

ACJS Secretariat
University of Nebraska at Omaha
1313 Farnam on the Mall
Omaha, Nebraska
68182-0115

Culbertson, Robert G. and Adam F. Carr
1981 *Syllabus Design and Construction in Criminal Justice Education*. Chicago: University of Chicago Circle (Joint Commission on Criminology and Criminal Justice Education and Standards).

Using a sample of 759 syllabi received from various criminal justice programs in U.S. universities and colleges, the authors devised "model" classroom syllabi in 16 criminal justice areas (ranging from Juvenile Delinquency to Criminal Law). The monograph also contains an extensive--albeit somewhat outdated--list of criminal justice textbooks and supplementary readers. For information, write to:

Joint Commission on Criminology and Criminal Justice
Education and Standards
University of Illinois at Chicago Center
Box 4348
Chicago, Illinois 60680

Goldsmid, Charles A. and Everett K. Wilson
1980 Passing on Sociology: The Teaching of a Discipline. Belmont, California: Wadsworth.

Although not specifically related to teaching criminology, this book contains much useful practical information for sociology instructors. An extremely helpful reference work.

JOURNALS

1. American Sociological Association Teaching Newsletter.

Published bi-monthly, the Newsletter offers many short, practical articles related to teaching sociology. For information, write to:

AMERICAN SOCIOLOGICAL ASSOCIATION
1722 N Street, N.W.
Washington, D.C.
20036

2. Contemporary Sociology.

A bi-monthly journal containing numerous reviews of current social science books. Occasional reviews of criminology/criminal justice texts and supplementary readers are included. For information, write to the same address as above.

3. Teaching Sociology
A quarterly journal containing general articles relating to teaching sociology along with shorter reports on classroom demonstrations/projects and textbook reviews. Occasional articles deal specifically with teaching criminology/criminal justice. For information, write to:

Sage Publications, Inc.
275 South Beverly Drive
Beverly Hills, California
90212

ARTICLES

Broderick, John J.
1982 "Using Debate to Teach Sociology." ASA Teaching Newsletter 7 (3): 8-9.

Broderick describes how he incorporates debate in issues-oriented courses characterized by divergent theoretical traditions (e.g., criminology). Debates in sociology classes reinforce the "liberal arts tradition" by promoting critical thought and communication skills.

Cheatwood, Derral, Jay Corzine, and Barry Glassner
1978 "Techniques in Teaching Deviance." Teaching Sociology 5(2): 171-186.

The authors discuss two classroom demonstrations which usefully illustrate labeling theory--"Becoming a Nazi" and "The Labeling of the Instructor." The former helps students to relativize their own beliefs while the latter demonstrates everyday strategies which persons use to classify individuals as deviant.

Faith, Karlene
1977 "Learning to Teach: Radical Education and Criminal Justice System Workers." Crime and Social Justice 7 (Spring-Summer): 63-67.

This article examines the strengths and weaknesses of using a Marxist-feminist criminology perspective in a criminology course offered to male police officers. It is noted that the police officer students become increasingly critical of the American criminal justice system as the course progressed.

Galliher, John F. and James A. Carr
1974 "Citation Support for the Mafia Myth in Criminology Textbooks." The American Sociologist 9(2): 68-74.

Galliher and Carr criticize 20 criminology textbooks written between 1950 to 1972 for relying too extensively on government and journalistic accounts of organized crime. The authors claim that politicians and journalists have historically exaggerated the role of the Mafia--a tendency which is similarly reflected in most criminology textbooks.

Goldin, Carol S. and Stephanie Bean
1983 "Schools and Prisons: Teaching in a Total Institution." *ASA Teaching Newsletter* 8(3): 9-10.

The author's discuss the "structural contradictions" that exist between colleges and prisons which adversely affect teaching sociology in prison. Contradictions mentioned include: (1) lack of resources (especially in prison libraries); (2) the vocational rather than liberal arts orientation of prison educational programs; and (3) security/custody considerations which assume priority over education (and cause the frequent postponement/cancellation of classes). However, Goldin and Bean quite correctly state that teaching sociology (and especially criminology) in prisons provides instructors with "important insights."

Klemke, Lloyd W.
1974 "Innovations in Teaching Courses in Deviant Behavior." *Teaching Sociology* 1(2): 181-196.

The author describes in considerable detail his approach to teaching juvenile delinquency (although most of the information could also be used effectively in criminology and corrections classes). In order to encourage students to take an "active, inquiring, and critical" classroom role, Klemke recommends combining lecture techniques with teacher-led discussions, in-class exercises, and audio-visuals. The article contains descriptions of several interesting classroom innovations (including a case study in which students interview actual deviants and two theory application exercises).

Levinson, Richard M.
1982 "Teaching Labeling Theory: Four Experiences in Illness Attribution." *Teaching Sociology* 10(1): 75-77.

Levinson describes a classroom demonstration of labeling theory where he asks medical sociology students to find "evidence of medical pathology" in the poems and videotapes of normal persons. This exercise might be usefully applied to criminology classes if students were asked to detect sociopathic or criminalistic tendencies in videotapes of "non-criminal" confederates.

Lilly, J. Robert and William Jeffrey, Jr.
1979 "On the State of *Criminology*: A Review of a Classic." *Crime and Delinquency* 25 (1): 95-103.

This article presents an in-depth examination of the 10th edition of Sutherland and Cressey's classic text Criminology. Lilly and Jeffrey criticize the 10th edition of Criminology for ignoring criminal law, exaggerating the unscientific aspects of criminology, and presenting chapters which are disjointed. Lilly and Jeffrey recommend that no 11th edition be published.

Maesen, William A.
1969 "Teaching Introductory Sociology in a Reformatory: Some Notes." Journal of Correctional Education 21(4): 10-13.

This article compares teaching conflict oriented introductory sociology in a maximum security prison and a traditional academic setting.

Meier, Robert F.
1980 "Different Criminologies: A Survey of Recent Introductory Criminology Textbooks." Contemporary Sociology 9(5): 626-631.

Meier's review of 13 current criminology textbooks leads him to conclude that criminology texts are characterized by: (1) great theoretical diversity; and (2) an applied/ problem-solving rather than abstract/research orientation. An excellent review essay which astutely surveys some of the major "identity problems" confronting contemporary criminology.

Michalowski, Ray
1977 "A Gentle Pedagogy: Teaching Critical Criminology in the South." Crime and Social Justice 7 (Spring-Summer): 69-73.

The author describes some "non-confrontational" methods for teaching radical criminology to students from conservative backgrounds. Michalowski contends the non-dogmatic/open discussions of radical criminology liberalize student attitudes whereas more authoritarian teaching techniques alienate students.

Posner, Judith
1979 "Introspecting into Deviance: Two Project Reports on Labeling Theory." Teaching Sociology 6(2): 139-146.

Posner describes two class projects--one involving the student's own experience with stigmas and the other involving the use of novels-- which usefully teach labeling theory to undergraduate students in sociology of deviance classes.

Reichel, Philip L.
1982 "A Criminal Activities Checklist." Teaching Sociology 10(1): 94-97.

The article recommends the use of criminal/delinquent activities checklists (to determine the extent of deviant conduct among students) in criminology and delinquency classes. The author contends such checklists usefully facilitate classroom discussion and make criminology more relevant to students.

Steffensmeier, Darrell J.
1979 "Criminology Assignment: 'Why I Am/Am Not a Criminal and Why I Will/Will Not Become a Criminal.'" ASA Teaching Newsletter 7(3): 8-9.

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Compiled by
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Johnson, Norman and Leonard D. Savitz (editors)
1978 Justice and Corrections. New York: Wiley.

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1982 Legal Process and Corrections. New York: Wiley.

Killinger, George G. and Paul F. Cromwell, Jr. (editors)
1978 Introduction to Corrections: Selected Readings.
St. Paul, Minnesota: West.

Kratcoski, Peter C. (editor)
1981 Correctional Counseling and Treatment. Monterey,
California: Brooks/Cole.

Leger, Robert G. and John R. Stratton (editors)
1977 The Sociology of Corrections: A Book of Readings.
New York: Wiley.

Letman, Sloan T., Lawrence French, Herbert Short, and Dennis
Weichman (editors)
1981 Contemporary Issues in Corrections. Cincinnati,
Ohio: Anderson.

Ohlin, Lloyd E. (editor)
1973 Prisoners in America: Perspectives in Our
Correctional System. Englewood Cliffs, New
Jersey: Prentice-Hall.

Parisi, Nicolette (editor)
1982 Coping With Imprisonment. Beverly Hills, California:
Sage.

Peterson, David M. and Charles W. Thomas (editors)
1980 Corrections: Problems and Prospects. Englewood
Cliffs, New Jersey: Prentice Hall.

Platt, Tony and Paul Takagi (editors)
1980 Punishment and Penal Discipline: Essays on Prison
and the Prisoner's Movement. Berkeley, California:
Crime and Social Justice Associates.

Roberg, Roy and Vincent J. Webb (editors)
1981 Critical Issues in Corrections: Problems, Trends and
Prospects. St.Paul, Minnesota: West.

Roberts, Albert R. (editor)
1974 Correctional Treatment of the Offender: A Book of
Readings. Springfield, Illinois: Charles C. Thomas.

Ross, Robert R. (editor)
1981 *Prison Guard/Correctional Officer*. Toronto:
Butterworths.

Tonry, Michael and Franklin E. Zimring (editors)
1983 *Reform and Punishment: Essays on Criminal Sentencing*.
Chicago: University of Chicago.

Wicks, R. J. and H. H. A. Cooper (editors)
1979 *International Corrections*. Lexington, Massachusetts:
D.C. Heath.

Wolfgang, Marvin E. (editor)
1979 *Prisons: Present and Possible*. Lexington,
Massachusetts: Lexington.

Wright, Eric Olin (editor)
1973 *The Politics of Punishment: A Critical Analysis of
Prisons in America*. New York: Harper Torchbooks.

IV. CRIMINOLOGY AND CRIMINAL JUSTICE RESEARCH METHODS TEXTS

Binder, Arnold and Gilbert Geis
1983 *Methods of Research in Criminology and Criminal
Justice*. New York: McGraw-Hill.

Johnson, Edwin S.
1981 *Research Methods in Criminology and Criminal
Justice*. Englewood Cliffs, New Jersey: Prentice-Hall.

CAPSULE REVIEWS

I. CRIMINOLOGY TEXTS

Barlow, Hugh D.
1984 *Introduction to Criminology* (Third Edition)
Boston, Massachusetts: Little, Brown

I have used Barlow's book several times and have found it to be a highly satisfactory basic text for a beginning course in criminology. It includes key topics that I think should be covered and my students have found it to be quite readable, clearly presented, informative, and interesting. (I have just received a copy of the Third Edition of this text and have only had a chance to scan it briefly. As far as I can tell from this cursory look, the new edition has an additional chapter which expands the discussion of contemporary criminological theory and the statistical materials have been updated. I will have no hesitation about using the new edition.)

Terry Brungardt
St. Mary College

Haskell, Martin R. and Lewis Yablonsky
1983 Criminology: Crime and Criminality (Third Edition). Boston, Massachusetts: Houghton-Mifflin.

A highly readable and comprehensive survey of crime and its etiology. Major strengths are its succinct structural format and its contemporary case studies and illustrations. A major weakness is its overlapping coverage of topics found in procedural law courses--namely, administration of justice and corrections. Highly recommended for undergraduate students.

Donald Olsen
Kansas Wesleyan University

Inciardi, James A.
1984 Criminal Justice. Orlando: Academic Press (Harcourt Brace Jovanovich).

This oversized (but not overpriced) introductory level text provides a very thorough and contemporary coverage of the American criminal justice system and the issues facing it. The book is narrowly focused on the United States, and the average undergraduate will find it too big to carry around. But he/she may be enticed--by the pictures, charts, "exhibits" , examples, and so on--to read it. Inciardi writes well, with a sense for the historical development and day-to-day operation of the system and its parts. Some readers may be put off by the introductory sociology text appearance of the book, but I suspect students will like it.

Linda Deutschmann
University of Toronto

Reid, Sue Titus
1982 Crime and Criminology (Third Edition). New York: Holt, Rinehart, and Winston.

Reid--who has both the JD and Ph.D.degrees--has compiled a very readable and quite thorough introductory text. The book covers most of the bases in criminology, from historical developments, statistics, and research methodologies to modern sociological theories and studies in the field of crime and criminology. The text is well footnoted and indexed, and lists substantial recommended readings at the end of each chapter.

Dale W. Hoffman
Bethany College

Reid, Sue Titus
1982 *Crime and Criminology* (Third Edition). New York: Holt, Rinehart, and Winston.

This text is divided into four major sections. The first deals with some of the problems which arise as a society attempts to define crime, criminals, and the academic discipline of criminology. The second section is a thorough overview of the major sociological theories on crime causation, as well as a brief treatment of the historical developments in criminological theories ranging from the early classical theories through the contemporary biological and psychological theories. Parts three and four are overviews of the criminal justice and correctional systems.

Reid's book is thorough, well-written, and combines her expertise and insight in the fields of law and sociology. One feature of the book which could be viewed as problematic for sociology classroom use is that Reid relies heavily on legalistic terms and case law citations for explanatory purposes. This demands a certain level of sophistication on the part of students in order to read and understand these examples.

William E. Thompson
Emporia State University

Sanders, William B.
1983 *Criminology*. Reading, Massachusetts: Addison-Wesley.

Sanders has written a thorough and well-written text aimed at the introductory level course in criminology. This text provides a good overview of the historical development of criminology and criminological theories. The text is not tied to any one theoretical perspective, but would probably appeal most to those who lean toward the interactionist and labeling approach. Sanders does an excellent job of presenting meaningful terms and concepts in criminology without detracting from the overall readability of the text.

William E. Thompson
Emporia State University
Emporia, Kansas

Siegel, Larry J.
1983 *Criminology*. St. Paul, Minnesota: West

Siegel's exceptionally thorough survey of criminal law, criminological theory, and the criminal justice system. In terms of sheer information, Criminology may be the most comprehensive and complete text on the market. The one pedagogical drawback to this book, however, is its unusually bland style--Siegel even makes arguments concerning the death penalty sound boring. This is not a text students will rush back to their dormitories to read.

Richard Wright
McPherson College

Sykes, Gresham M.
1978 Criminology. New York: Harcourt Brace Jovanovich.

A lucid, mostly successful attempt to synthesize a variety of current criminological trends in one introductory textbook. Sykes does a particularly good job of "blending" criminal justice issues, criminal law, and both the "old" and "new" criminologies. The one notable omission in this text is the conspicuous absence of any discussion of control/containment theories. Appropriate for upper-division undergraduates.

Richard A. Wright
McPherson College

II. CRIMINOLOGY READERS

Dow, Paul E. (editor)
1980 Criminology in Literature. New York: Longman.

Contains a variety of short stories which usefully illustrate such criminological theories as anomie, labeling, differential association, and the psychiatric and radical perspectives. Includes such stories as Stephen Crane's "The Blue Hotel" (the positive school), Willa Cather's "The Bookkeeper's Wife" (anomie theory), Edgar Allan Poe's "The Tell-Tale Heart" (psychiatric theory), and Art Buchwald's "The Trial of Jack the Ripper" (radical theory). Appropriate for undergraduate criminal justice/criminology classes.

Richard A. Wright
McPherson College

Greenberg, David F. (editor)
1981 Crime and Capitalism: Readings in Marxist Criminology. Palo Alto, California: Mayfield.

This anthology of classical and original works examines not only questions on the nature of crime, criminal law, and the administration of justice, but also on the nature of Marxist criminology and its importance for understanding the dynamics of crime, control, and punishment.

Gregg Barak
Aurora College

Savitz, Leonard D. and Norman Johnston (editors)
1978 Crime in Society. New York: Wiley.

Savitz and Johnston have compiled a remarkably comprehensive criminology reader containing 83 essays and articles. Besides containing the standard papers (e.g., Merton's "Social Structure and Anomie") found in most readers, there are also many good selections on a variety of esoteric subjects (e.g. physical attractiveness and criminality and the effect of lunar cycles on crime). An outstanding supplementary book for upper division undergraduate or introductory graduate criminology classes. (This book is a companion reader to Johnston and Savitz's Justice and Corrections.)

Richard A. Wright.
McPherson College

Savitz, Leonard D. and Norman Johnston (editors)
1982 Contemporary Criminology. New York: Wiley.

An updated and considerably abridged version of Savitz and Johnston's mammoth Crime in Society. In comparison to the original, Contemporary Criminology gives short shrift to the discussion of biological, psychological, sociological, and economic causes of crime. Cheaper than--but also inferior to--the unabridged volume. Appropriate for lower-division undergraduates.

Richard A. Wright
McPherson College

Smart, Carol and Barry Smart (editors)
1978 Women, Sexuality and Social Control. London: Routledge and Kegan Paul.

A compilation of eight articles--seven written by British sociologists--dealing with women and social control (and especially with crime committed by and against women). A very good reader for instructors interested in compensating for the sparse treatment of women in most criminology texts.

Richard A. Wright
McPherson College

III. CRIMINAL JUSTICE/ CORRECTIONS (COMBINED) TEXTS AND READERS.

Cole, George F.
1983 The American System of Criminal Justice (Third Edition). Belmont, California: Brooks/Cole.

A highly readable and comprehensive examination of the major components of the administration of justice--police, courts, and corrections. Excellent structural format with a wide variety of special features (e.g., biographies, contemporary case studies, graphics, and illustrations from magazines, newspapers, and other sources). Highly recommended as an introductory survey text in criminal justice.

Donald Olsen
Kansas Wesleyan University

Johnston, Norman and Leonard D. Savitz (editors)
1978 *Justice and Corrections*. New York: Wiley.

An extremely comprehensive compilation of 81 criminal justice/corrections essays and articles. Besides containing the usual papers found in most criminal justice/corrections readers, Justice and Corrections includes numerous good selections on a variety of obscure issues (e.g., the ethics of prisoner experimentation and the relationship between corrective plastic surgery on physically deformed inmates and recidivism). Despite one omission--Johnston and Savitz exclude articles on the historical development of prisons and jails--this is an excellent book for upper division undergraduate or introductory graduate classes in criminal justice/corrections/criminology. (This book is a companion reader to Savitz and Johnston's Crime in Society.)
Johnston, Norman and Leonard D. Savitz (editors)
Richard A. Wright
McPherson College

1982 *Legal Process and Corrections.* New York: Wiley.

An updated and considerably abridged version of Johnston and Savitz's Justice and Corrections. One-third as long and one-third as good as its predecessor. Appropriate for lower-division undergraduates.

Richard A. Wright
McPherson College

IV. CORRECTIONS TEXTS

Bowker, Lee H.
1982 *Corrections: The Science and the Art*. New York: Macmillan.

A remarkably comprehensive and lucid text by a leading authority in the area. Bowker does an excellent job of thoroughly examining practical, empirical, and theoretical/historical issues relating to corrections (other texts sometimes focus on one or two of these areas but not all three). The book is appropriate for upper-division undergraduate level and introductory graduate level corrections classes.

Richard A. Wright
McPherson College

SELECTED CANADIAN BOOKS
(with brief annotations)
Linda B. Deutschmann

Boydell, Craig L. and Ingrid Arnet Connidis (editors)
1982 The Canadian Criminal Justice System. Toronto: Holt, Rinehart and Winston.

This is a useful supplementary text at the introductory level. Its individual chapters, each written by a different contributor, do not add up to an overview of the system. They do, however, provide examples of the work of some of the better known Canadian writers in this field.

Brannigan, Augustine
1984 Crimes, Courts, and Corrections: An Introduction to Crime and Social Control in Canada. Toronto: Holt, Rinehart and Winston.

A good introductory text for "law and society" courses. Based on lectures given at the University of Calgary, this book is easily integrated into a lecture course. Not quite as thorough as Criminal Justice in Canada by Griffiths et. al., but more lively. Covers law, law-making, policing, courts, corrections and the issues related to them- discretion, bias, status discrimination, and so on. Contains an interesting piece on eyewitness testimony and mistaken identification. Covers a lot of ground in 250 pages.

Canadian Federal-Provincial Task Force on Justice for Victims of Crime
1983 Justice for Victims of Crime: Report. Minister of Supply and Services, Canada.

The task force, composed of representatives from government criminal justice departments, provides an overview of issues, proposals and estimated costs involved in services to victims of "traditional crimes". (Does not discuss victims of false arrest, malicious prosecution etc.)

Chan, Janet B.L. and Richard V.Ericson
1981 Decarceration and the Economy of Penal Reform.

Toronto: Centre of Criminology, University of Toronto. (mimeo)

This research report deals with the major issues surrounding decarceration: origins of decarceration, competing objectives, community alternatives, welfare and related expenditures, the "success" and failure of decarceration.

Corrado, Raymond R., Marc LeBlanc, and Jean Trepanier (editors)
1983 Toronto: Butterworths.

The book consists of selected original papers from advanced seminars on juvenile justice issues. International in scope, the papers cover nature and causes of juvenile delinquency; shifting perspectives (e.g. mainly the Washington legislation); intake processes and diversion; and dispositions. An excellent supplementary text for upper level courses.

Rita Donolan (editor)
1982 *The Maintenance of Order in Society*. Ottawa: Minister of Supply and Services, Canada.

Report of a symposium organized by the Centre of Criminology, University of Toronto for the Canadian Police College (R.C.M.P). The papers are edited/rewritten versions of those presented at the conference. Most are written by well-known authors. (D.Bayley, J..M Beattie, M. Cain, P.K. Manning, A.T. Turk, C.D. Shearing, P.C.Stenning, J. Hogarth, A.J. Reiss, Jr.) A "good read".

Ekstedt, John W. and Curt T. Griffiths
1984 *Corrections in Canada: Policy and Practice*. Toronto: Butterworths.

An excellent text for upper-level courses in corrections. The structure of this book parallels that of many U.S. texts, making it useful for comparative purposes. Detailed and comprehensive. (Approx. 400 pages)

Ericson, Richard V.
1981 *Making Crime: A Study of Detective Work*. Toronto: Butterworths.

An observational study of the routine practices of detectives on the job. Based on 11 months of close observation, this study was treated as an "expose" by the media. Rich data, thorough analysis.

Ericson, Richard V. and Patricia M. Baranek
1982 *The Ordering of Justice: A Study of Accused Persons As Dependents in the Criminal Process*. Toronto: University of Toronto Press.

Based on observation and extended interviews, this study conveys clearly the way in which each accused person's "case" is taken over and transformed by the routine processes of the criminal justice system. The accused person is "dependent" in a system which grants him virtually no information or control. A view of the justice system from the perspective of the participants, including the accused. A very useful text.

Fleming, Thomas and Livy Anthony Visano
1983 *Deviant Designations: Crime, Law and Deviance in Canada*. Toronto: Butterworths

A rather uneven collection of 22 papers, some by & for academics, some by persons "involved in the struggle to apply or fight against deviant designations." Sociological introductions strain to bring order into this diversity. The papers cover the reactions of communities to deviance; the way deviant designations are constructed and applied; the effect of designations on deviant and criminal careers; the courts, police, prisons and their responses, and teaching applied criminology. An interesting collection, some readers may find its diversity an asset.

Griffiths, Curt T., John F. Klein and Simon N. Verdun-Jones.
1980 *Criminal Justice in Canada: An Introductory Text*. Toronto: Butterworths.

The standard text in this field since its publication. Gives a thorough introduction to the Canadian criminal justice system--policing, the courts, sentencing, correctional institutions, community corrections, juvenile justice, special categories of offenders (women, Indians etc.) and trends. Most of the trends identified here (1980) are now current history.

Hagan, John
1983 *Victims Before the Law: The Organizational Domination of Criminal Law*. Toronto: Butterworths.

Shows how victims have been displaced by state prosecution. Only organizational or bureaucratic victims are well served. An excellent overview of an emerging issue.

Jackson, Michael
1983 *Prisoners of Isolation*. Toronto: University of Toronto Press.

Aimed at both the public and lawyers, this book includes a good overview of the development of isolation as a penal tactic, its legal status, and its effects. The author, a professor of law, began this study at the request of inmates. His position (against the current practice) is clear--solitary is a major form of violation of human rights.

Law Reform Commission of Canada
1976 *Community Participation in Sentencing.* Ottawa: Supply and Services, Canada.

Includes 6 papers on restitution/compensation for victims of crime; the law of probation, community service orders and fines. Reflects a legal point of view on these social issues.

Law Reform Commission of Canada
1976 *Fear of Punishment: Deterrence*. Ottawa: Supply and Services, Canada.

A useful volume containing 2 papers: a review of the literature on deterrence by E. Fattah, and a research report on deterrent effects of punishment on B & E and theft. The papers provide international perspective and a good bibliography.

Law Reform Commission of Canada
1976 *Studies on Imprisonment*. Ottawa: Supply and Services Canada.

This work consists of four research papers and a working paper. The research papers discuss sentencing and recidivism; release measures in Canada; legal controls for dangerous offenders; and dangerous sexual offenders in Canada. Provides the background for understanding Canada's dangerous offender legislation and continuing problems.

Kelly, William and Nora Kelly,
1976 *Policing in Canada*. Toronto: Macmillan.

Written from a police point of view, this rather large volume is disappointing in its lack of sociological insight. Covers police work in Canada in an encyclopedic manner, including sections on origins, organizations, powers, rules of evidence, organized crime, drug enforcement, white collar crime, espionage, victimless crime, and police and the news media.

Linden, Allen M. (editor)
1976 *The Canadian Judiciary.* Toronto: Osgoode Hall Law School, York University.

Intended for judges and law students, this collection of papers presented at an annual conference deals with issues surrounding judges (independence, appointments, lawmaking function, the adversary system, court administration, contempt law).

Macnaughton-Smith, Peter
1976 *Permission to be Slightly Free*. Ottawa: Law Reform Commission of Canada, Ministry of Supply and Services.

An unusually provocative study from the Law Reform Commission. This volume looks at the decision-making processes of the National Parole Board. The title of the introductory chapter is "why not to read this book". This is, nonetheless, a serious and worthwhile report.

McGrath, William T. and Michael P. Mitchell (editors)
1981 *The Police Function in Canada*. Toronto: Methuen.

Aimed mainly toward police training, these papers place the police role historically and in the contemporary criminal justice system. Police relations with the judiciary, the prosecution, defense, private police and correctional services are covered, as well as issues such as white collar crime, police discretion, juveniles, and minority groups.

Ross, Robert R. and Paul Gendreau
1980 *Effective Correctional Treatment*. Toronto: Butterworths.

An anti-Martinson ("nothing works") approach to corrections. Intended as a text-book, this volume is not particularly reader-friendly. It includes both Canadian and American programs and emphasizes how they were subverted and/or how evaluation was misapplied.

L.E. Rozovsky and F.A. Rozovsky
1982 *Legal Sex*. Toronto: Doubleday.

A brief "know your rights" approach to the law and such issues as homosexuality, prostitution, censorship, and so on. Covers the situation up until 1981. Now out-of-date with respect to sexual assault/rape legislation.

Scott, George D.(M.D) with Bill Trent
1982 *Inmate: The Casebook Revelations of a Canadian Penitentiary Psychiatrist*. Montreal: Optimum.

Written for public consumption. I like to present the doctor's view of the issues to my class and let them discuss it. He discusses sexual psychopaths, riots, hostage-taking, the criminal personality, the prison subculture, psychiatric syndromes in prisons, the insanity defense, murderers, suicides/slashings, brew masters, women prisoners, guards etc. Canadians will recognize some of the cases, such as that of Steven Truscott.

Shearing, C.D. and P.C. Stenning
1983 *Private Security and Private Justice: The Challenge of the 80's*. Montreal: The Institute for Research on Public Policy.

A brief introduction to a growing area of concern--namely, the rapid development of private systems of policing and social control.

Solomon, Peter H. Jr.
1983 *Criminal Justice Policy: From Research to Reform*.

Deals with proactive policing, the role of detectives, plea bargaining, court delay, and other issues of current interest in Canadian criminology. Well supported by recent research.

Stroud, Carsten
1983 *The Blue Wall: Street Cops in Canada. Toronto: McClelland and Stewart.*
A journalist's account of a year spent with street cops in Canada's major cities.